DOCUMENT RESUME

ED 077 915 SP 006 618

TITLE	The Cleveland State University and Cuyahoga Community College 1970-1971 Instructor-Counselor Program. Director's Evaluation Report.
INSTITUTION	Cleveland State Univ., Ohio. Coll. of Education.; Cuyahoga Community Coll., Cleveland, Ohio.
SPONS AGENCY	Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Coll. Support.
PUB DATE	71
NOTE	183p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	College Students; *Counseling Programs; *Educationally Disadvantaged; Instructional Systems; Systems Approach; *Teacher Education; Teacher Programs; Teaching Techniques; *Tutorial Programs; Underachievers

ABSTRACT

The 40-week Instructor-Counselor program, jointly sponsored by Cleveland State University College of Education and Cuyahoga Community College in Cleveland, Ohio, was designed to prepare instructor-tutor-counselors for work with underachieving/disadvantaged first- and second-year college students. The objectives of the program focused on the knowledge of a major field of study, the characteristics of the disadvantaged underachiever, instructional theory, and individualized approaches to learning. Thirty-four subjects participated in regular, special, and elective course work; three internship experiences; mini-counseling laboratories; final projects; individual student projects; and individual advising sessions. Evaluation of the program centered on academic and internship performance, conferences at the beginning and end of each semester, participant conferences, mini-laboratory and final project performance, and staff and administration feedback. Evaluation data confirmed the success of the program in relation to the establishment of the instructor-counselor-tutor concept, the use of the systems approach in developing the program, individualized learning techniques, and knowledge about the underachieving college student. (An 18-part appendix presents evaluation forms, brochures, schedules, seminar syllabus, and the Distinguished Achievement Award Commendation.) (BRB)

The Cleveland State University and Cuyahoga Community College

1970-1971 Instructor-Counselor Program

Director's Evaluation Report

submitted to:

Personnel Development Branch
Division of College Support
Bureau of Higher Education
U.S. Office of Education
Washington, D.C. 20202

Dr. Alfred M. Livingston, Director

Dr. Ferris F. Anthony, Associate Director

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Preface

Since its inception, the Instructor-Counselor Program has considered evaluation as a purposeful part of its design and operation. Thus, the report which follows is valid for the Instructor-Counselor Program - 1970-1971.

The evaluation of that program, however, has already determined basic changes and modifications in the second-year's program, and this on-going evaluative process will contribute to the development of future programs. Therefore, wherever a program change is suggested in this report, that change has already been implemented.

A. M. L.

F. F. A.

DIRECTOR'S EVALUATION REPORT

INSTRUCTOR-COUNSELOR PROGRAM

I. Basic Information

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Cleveland, Ohio 44115

B. "Preparing Instructor-Counselors for Underachieving College Students" - Grant No. 64, Project No. 70-2019

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D. July 1, 1970 - June 30, 1971

II. Jointly sponsored by The Cleveland State University College of Education and Cuyahoga Community College, both located in Cleveland, Ohio, the Instructor-Counselor Program was designed to prepare instructor-tutor-counselors for work with underachieving-disadvantaged college freshmen and sophomores. The instructor-tutor-counselor is a professional educator who is competent in both a subject matter field and in higher education, including tutor-counseling, academic advising, individualized approaches to instructor, and other forms of general student development. More specifically, the program concentrated on four areas of participant development:

1. Sufficient competency in a discipline to enable the instructor-counselor to provide tutoring and other special assistance to disadvantaged students.

2. Necessary understandings of the developmental needs of students in the early college years, including an understanding of their social milieu and its relation to student needs.

3. An understanding of, an interest in, and a commitment to working with underachieving-disadvantaged students in the lower-division years.

4. An understanding of the role and purpose of higher education in a changing society, particularly as it relates to lower-division instruction.

The special development of the instructor-tutor-counselor is directly tied to recognized national needs for higher education faculty and professional staff who have requisite information and training to provide sound developmental education programs for the underachieving-disadvantaged student. The demand for specialists in lower-division developmental instruction, tutoring and counseling is tremendously great, while the supply of qualified specialists for this function is virtually non-existent. The Education Professions Development Act gave its attention to this fact in recognizing that few institutions have made a sustained commitment to disadvantaged high school graduates who show reasonable promise for success in collegiate life.

To meet these crucial needs, the program emphasized the development of the instructor-tutor-counselor who has the knowledge, the skills, and the attitudes conducive to working with disadvantaged-underachieving students. A knowledge of a subject matter field, the characteristics of the disadvantaged underachiever, instructional theory, higher education, and individualized approaches to learning provided the foundational base of the program. The application of this knowledge in

the development of special instructional skills was emphasized in the internship phases of the program. Finally, the development of necessary human relations and professional attitudes was emphasized in both the knowledge and the skills components of the program.

III. Program Operation

Participants

Recruitment brochures for the Instructor-Counselor Program were sent out on May 6, 1970, to all colleges and universities in the nation. This was late in the academic year, and it also coincided with disturbances on the nation's campuses. Consequently, many brochures reached prospective students too late for application to the program or not at all. For example, students at Kent State University and Ohio State University did not even receive brochures, since their campuses were closed.

However, even considering these heavy obstacles, the response to recruitment efforts was very good, and of the 2,800 brochures sent out, 135 inquiries were received. Of the 135 inquiries received, 59 formal applications were made to the program; and of the 59 applicants, 50 were well-qualified for the program. A total of 18 full-time and 16 part-time participants were finally selected for the program.

In evaluating the recruitment program, several modifications are suggested for future programs:

1. Recruitment should begin as early as officially possible. Although the institution cannot make commitments without official notification from the U.S. Office of Education, it can prepare materials and develop contacts well in advance of official notification.

2. Recruitment should be on-going and should not be limited to any specific time period. The objective is to assure that colleges and universities are aware of the program

and its value for their students and staff members. For example, the placement brochure which was distributed to all institutions of higher education in the United States in February, 1971, was also utilized to recruit students for the second year of the program.

Participant Selection

In selecting participants for the program, the program staff developed criteria which satisfied University and College graduate school entrance requirements as well as the objectives of the program and the requirements outlined in EPDA guidelines. An admissions committee, consisting of two program staff members, a faculty member in The Cleveland State University College of Education not connected with the program, and an administrator, established a selection procedure and processed all applicants for the program. The following criteria were used in selecting participants:

Why not some-one who was connected?

1. Degrees - All applicants were required to have a bachelor's degree from an accredited institution of higher education.

2. Academic Performance - Applicants were required to show a minimum overall grade point average of 2.60 based on a 4.00 system. Students with less than a 2.60 overall grade point average were not, however, automatically excluded from the program.

3. Graduate Record Examination - Applicants were required to submit scores on the graduate record examination; these scores are required by The Cleveland State University, however, they do not determine admissions to a specific program.

4. Recommendations - Applicants were required to submit at least two letters of recommendation; one letter was to indicate the applicant's academic ability and his suitability for graduate level training; the other letter was to indicate the applicant's personal qualification.

5. Previous Experience - Since the program was aimed at preparing educators to work with disadvantaged-underachieving students, applicants who demonstrated previous commitment to such students were given priority consideration. Such commitment could be demonstrated by an applicant's previous work experience or voluntary services.

6. Interviews - All applicants were not required to have a formal interview with the admissions committee. However, all applicants were given an opportunity to interview with the committee, and in some cases, the applicant was invited to interview with the committee. These "invitational" interviews were extended particularly to marginal applicants, i.e., applicants who demonstrated an apparent weakness. What kind of weakness? Academic?

7. Geographic Limitations - No formal geographic limitations were established in selecting program participants. However, applicants in areas of "most immediate need" were given priority consideration. These areas included northeastern Ohio, Ohio, and the several surrounding states. In another sense, it included applicants connected with institutions which were attempting to establish student development programs. Why? The graduates were not returning to teach in their undergraduate schools.

8. Written Forms - To be considered for admission to the program, applicants were required to submit all necessary federal and University forms to the committee. Included in these forms (see Appendix A) was a formal statement of interest in the program and a plan for personal career development.

The criteria established for selecting program participants were judged by the committee to be adequate. The committee's overall selection policies laid stress on collecting a number of different pieces of information in order to give each candidate the maximum opportunity to demonstrate suitability for the program. No single criterion excluded a candidate from the program, and if a candidate was weak in a particular area--grade point average, for example--other criteria were taken into consideration which might offset this deficiency.

In future programs the committee suggests the following modifications to selection criteria. The personal interview should be required

in order to allow all candidates an opportunity to meet the committee, to raise questions, and to personally explain their interest in the program and their career plans. Second, candidates with advanced degrees in foundational academic areas--English, mathematics, the sciences--should be given priority consideration; these foundational areas are the heart of student development programs. These suggestions seems particularly important for admission to a pioneering effort, in order to minimize the possibility of admitting participants who are not fully committed to the aims of the program.

Faculty-Participant Ratio

A total of 34 participants were admitted to the 1970-71 Instructor-Counselor Program. Of this number, 18 were admitted to the full-time degree program; 16 were admitted on a part-time basis with possibilities for continuation in a degree program after the first year.

The program staff included the following persons:

--Dr. Alfred M. Livingston, Director
--Dr. Ferris F. Anthony, Associate Director.

Drs. Livingston and Anthony were responsible for program administration and for teaching various phases of the program. They were also responsible for advising all participants, an advising ratio of one faculty for every 17 participants.

Besides this basic program staff, a number of part-time staff were involved in the program either in course work, internships, or through special phases of the program. This included:

--Dean Sam P. Wiggins, instructor, "Metropolitan Foundations of Education,"

--Dr. Bernard Silk, instructor, "Human Relations,"

--Dr. Carl Gaetano, instructor, "Student Personnel Services,"

--Mr. Richard Decker, "Instructional Media Seminar,"

--Dr. Kenneth Oldman, director of reading programs, University School, University Heights, Ohio,

--Dr. Elsie Nicholson, director of the Developmental Reading Center, The Cleveland State University,

--18 Resident Instructors, i.e., regular staff members at either the University or the community colleges, who supervised internship phases of the program on a one-to-one basis.

Staff

The major objectives and activities of the program were primarily carried out by regular staff, including program staff members, regular staff members from the sponsoring institutions who participated on a part-time basis, and regular staff members who taught elective courses. Visiting faculty, lecturers, and consultants were also involved in carrying out program objectives and activities but in secondary and supplementary ways.

The regular staff--Drs. Livingston and Anthony--were primarily responsible for determining program objectives, for designing program activities, for implementing activities, for evaluating the program, and for advising students. Since they had sustained contact with all participants, they had primary influence on the participants. Second, the resident instructors, who were responsible for supervising the three internship phases of the program, were most influential in carrying out the "direct experience" program objectives.

Third, part-time instructors, who carried out the specially designed courses and activities of the program, were responsible for

teaching theory in their respective fields. This included metropolitan foundations of education, human relations, student personnel services, curriculum and instructional theory, media, and higher education. The objectives of these foundational areas, in concert, provided the students with the requisite knowledge and information necessary for work in any soundly conceived student development program.

Standard program

Fourth, instructors who taught elective courses, [illegible] not a direct part of the program, were made aware of the goals and objectives of the program, and in most cases the participants were allowed to tailor course activities to program objectives.

Visiting faculty, lecturers, and consultants were employed to achieve specific program objectives. For example, Dr. Donald Henderson, assistant provost of the University of Pittsburgh, conducted a day-long conference dealing with various program approaches to working with underachieving-disadvantaged students. Dr. Henderson is most ably suited to carrying out this task, since he is recognized as one of the outstanding experts in the area of education for the disadvantaged.

On another level, local visiting faculty participated in various program activities; again, they participated to help achieve a specific program objective. In most cases this participation took the form of special lectures designed to help students develop concepts or knowledge in an area of importance. For example, Dr. Sam Spero of Cuyahoga Community College made a special presentation on computer-assisted instruction, especially as it applies to underachievers. Miss Nan Holman, also of Cuyahoga Community College, outlined the C.C.C. developmental English program and the efforts of the English department to work with underachievers.

In an effort to bring the best possible resources to the participants, and in an effort to involve the local community in the training program, special guest lecturers were brought in from outside the academic setting to deal with specialized topics. For example, Detective Lieutenant James Spires of the Cleveland Police Department made a special presentation on drug abuse; this was a part of the "Metropolitan Foundations of Education." On another occasion, a group of eight parents from the City's inner-city communities met with the participants to discuss the problems of education at the secondary level and to talk about their personal feelings regarding the education of their children.

Activities

The main program objectives were broken down into a list of specific objectives (please see Appendix B) which then became the planning point of all program activities. Although activities were designed to achieve a specific objective or set of objectives, many activities overlapped or reinforced the same set of objectives. However, for purposes of evaluation, it is possible to isolate objectives and activities.

Program objectives were primarily met in one of eight types of activities:

1. Regular class offerings. These courses were regularly scheduled courses of the University which fit the needs of the program.

2. Special class offerings. These courses were specially designed for the program and open only to program participants. In all cases they were staffed by a full- or part-time program staff member.

How many?

3. Elective course work in the participant's major field of academic concentration.

4. Internship experiences.

5. Mini-counseling laboratory.

6. Final project.

7. Individual student projects.

8. Individual advising sessions.

The first category--regular University class offerings--helped to achieve objectives which focused on broad areas of knowledge in a specific field. For example, participants were expected to develop knowledge and understanding of the urban community and its relationship to education. This general objective was met through a course in "Metropolitan Foundations of Education." It should be noted, however, that even though this course was a regular offering of the University, one section was set aside just for program participants, and the course instructor aimed the course at the achievement of program objectives.

Special course offerings, on the other hand, were specially designed for the program and based entirely on program objectives. For example, the course, "Themes and Approaches to General Education," was designed, taught, and evaluated by a member of the program staff. Other courses in the areas of human relations, student personnel services, instructional media, and higher education were designed and developed by either full-time or part-time program staff with the assistance of the program director and the assistant director. To achieve program objectives, these courses were especially concerned with the underachieving-disadvantaged student.

Elective course work in the participant's major field of academic concentration made up 16 quarter hours of the total 50-hour credit program. These major field electives were built into the program to

allow participants to develop additional competencies in their major field of academic concentration. Again, a specific set of objectives was met through these elective courses.

The program also included three internship experiences--fall, winter, and spring terms. Internship Part I, fall, 1970, was designed to provide the intern with an introduction to college and university professional roles. In short, it was a professional socialization experience. The intern was expected to develop basic understandings of the role of the professional instructor as well as the nature and purpose of higher education, especially as they relate to the underachiever. Part I was also meant to provide the intern with opportunities to explore a wide range of teaching-learning experiences available in institutions of higher education.

Internship Part II, winter, 1971, was intended to intensify and broaden the experience in Part I. In Part II, for example, the intern was assigned a regular class under the supervision of a resident instructor at either The Cleveland State University, Cuyahoga Community College, Lorain County Community College, or Lakeland Community College. In the Part III internship the intern was expected to apply the methods and materials developed in the first two internship experiences.

In all three internship experiences, the keynote was individualized planning. Interns and resident instructors were encouraged to experiment with teaching techniques and materials. Interns and resident instructors were guided and encouraged to the full limit of available human and physical resources.

During each internship experience the intern worked closely with a resident instructor, i.e., a full-time regular staff member at the participating institutions. A member of the Instructor-Counselor Program staff was also available for supervision, instructional advising, and other educational assistance.

A final evaluation of each intern was made at the end of each internship experience by the resident instructor and a member of the program staff. (Please see Appendix C for sample evaluation form.) These evaluations were made available to the intern, and they were discussed at a special advising session which included the intern and two members of the program staff.

Interns were also required to keep detailed logs of their internship experience, especially their work with underachieving students in small group sessions. These logs, which are now on permanent file in the program office, were reviewed and discussed at the internship evaluation conference.

Another internship-type activity--the mini-counseling laboratory--proved to be disappointing, even though it was fairly successful. The original concept of the mini-counseling laboratory was to involve each participant with three to five underachieving students at the University or community college. The participants were to work with these students for an entire year, providing program advising, academic advising, tutorials, and other special forms of academic assistance. However, it was difficult, and even impossible in some cases, to isolate a small group of students for special assignment with a program participant. The institutions were not equipped for this kind of assignment.

After some experimentation and consultation with staff at the local institutions, it was decided to include the mini-counseling laboratory with the internship experience. So, for example, an intern who worked in an English course was required to identify three to five underachievers in the course and to provide special instructional assistance for those students. This proved to be a better way of achieving the mini-counseling laboratory objectives. However, further evaluation needs to be made to determine the participant's effectiveness in working with these small groups of students and to further consider the mini-counseling laboratory as a viable vehicle for achieving certain program objectives.

It should be noted that all part-time participants were also required to conduct a mini-counseling laboratory within the framework of their regular professional pursuits. These laboratories were established at various local institutions with the assistance of the professional staffs. Part-time participants were required to spend a minimum of three hours each week in the mini-counseling laboratory, and in all but a few cases the experience proved to be quite successful.

Each full-time participant was required to complete a final project during the spring quarter, 1971. The project focused on this task:

> Each participant is required to design a program, course, or other special development program which can be implemented in a lower-division college setting related to underachieving-disadvantaged students. The completed project should demonstrate the participant's attainment of overall program objectives, and it should be based upon a systems approach to program and instructional development. It should also demonstrate thorough workmanship of a scholarly nature.

The final projects were presented in written form, and an oral presentation and defense of the project was made before a project evaluation committee. Each oral presentation was tape recorded, and the tapes and final written projects are on file in the program office.

A preliminary content analysis of the tapes indicates that participants were successful in meeting major program objectives. They demonstrated their ability to establish instructional goals for working with underachieving-disadvantaged students, to design an instructional program, to develop instructional materials, and to design evaluation procedures. However, the preliminary analysis indicates that participants need additional training in the use of the evaluation feedback component in the systems approach. Furthermore, the final project objective should be a focus of all program activities.

Throughout the program, participants were also involved in individual projects. An individual project provided the participant with an opportunity, on a one- or two-credit-hour basis, to explore a special area of interest under the guidance of a staff member who was qualified in that area. All participants did not make use of this opportunity, but where it was used it proved to be effective as an avenue for personal research and as a stimulus for developing in-depth interests.

The program also included planned individualized advising sessions for all participants. Formal advising sessions were required at the beginning and end of each term; these sessions involved the program director and assistant director and one participant. Participants were also given ample opportunity for individual advising throughout each

term; records indicate that an average of ten participants came in for advising on a weekly basis.

Participant advising also extended to internship activities with frequent on-site visits by a member of the program staff. At these visits the participant was free to meet with the staff member, to discuss instructional problems, to present course designs and material development, and to raise questions. The staff member also met with the resident instructor to review the intern's progress and to suggest changes where necessary.

This personalized approach to participant advising proved to be a strong point of the program; this kind of approach is, of course, borne out by many studies of advising techniques. A secondary effect of this individualized approach was to demonstrate to the participants the type of approach which they should use with their own students. Without exception, each participant adopted this approach in working with his own students.

Program Time Schedule

The program began on July 1, 1970, and continued through June 30, 1971. The first program activity consisted of a one-month, full-time summer seminar dealing with higher education, instruction, and the underachieving-disadvantaged student. The program resumed during the regular academic year in late September, and continued through the regular three-term University calendar.

The total time schedule of the program was judged to be effective, even though it always seems impossible to cover "everything" in a 40-week period. In future programs it seems advisable to begin the full-time

summer program in mid-August and continue through September. This has several advantages over an early summer program. First, it frees the participants for summer employment, an important consideration, especially with participants who are the breadwinners in their families. Second, it provides a smoother transition to the fall term program, since participants are eager to begin internship assignments and to begin applying the summer learning.

Staff and Participant Time Distribution

The scheduling of course work and other program activities was based on the objectives to be met and time constraints imposed by University academic regulations. Courses and other activities which were designed for the program were assigned credit-hour values corresponding to the number of hours each participant was expected to spend at that particular activity. So, for example, an individual project might carry on hour credit while an internship experience might carry eight hours credit.

In evaluating the time distribution of all program activities, the following conclusions were reached:

1. Internship time should be increased in developmental fashion with major emphasis, especially during the final internship experience. This would suggest limiting the final term only to internship activity.

2. The full-time summer schedule worked out well; however, it should be placed closer to the beginning of the fall term session.

3. The maximum use of staff and participant time is made if the internship experiences are scheduled for mornings and afternoons and course work experiences are scheduled for late afternoon and evening.

4. "Brown-bag" luncheon meetings are effective in getting all staff and participants together to share experiences, to raise and answer questions, and to provide a forum for announcements, evaluative comments, and so forth.

Participant Involvement

The Instructor-Counselor Program was conceived and developed before any students were involved in the program. All participants, however, had opportunities to participate in on-going evaluations and modifications of the program.

The participants were largely responsible for bringing about the concept of individual projects. Some of them felt a need to explore a particular area of interest in some depth, and they brought this to the attention of the program staff. The result was a one- or two-credit individual seminar with a faculty member of the participant's choosing.

Participants also provided feedback through their written logs, internship evaluations, and individual advising sessions. If participants brought up an area of interest, this was discussed at one of the brown-bag luncheons. Feasible program changes were implemented where possible, and changes which could not be made were noted for future program development. Program objectives were regularly reviewed with all participants, since the program was based on the systems approach, and scheduled activities were announced well in advance of their occurrence. Participants then had opportunities for feedback.

Evaluation

Several different evaluation techniques were used throughout the program. These included:

1. Evaluation of participant academic performance.

2. Evaluation of internship experiences by resident instructors, program staff, and participants.

3. Advising conferences both at the beginning and the end of each term.

4. On-going individual participant conferences.

5. Mini-laboratory log evaluations.

6. Final project evaluations, including a content analysis of the tape-recorded oral presentations.

7. Staff evaluation of individual activities.

8. Feedback from administrative personnel at the participating institutions.

Participant academic performance was evaluated during and at the end of each term. This not only involved a careful check of the participant's grade report, but also conferences with staff members who were conducting a particular activity. For example, if a participant were enrolled in an elective course, a program staff member contacted the course instructor, informed him of the program objectives, and asked for continuous feedback of the participant's performance. If a participant was not achieving at the required level, he was advised of his performance, and a strategy was established for achieving course objectives. Of the 18 full-time participants who began the program, two were dismissed for academic reasons.

The internship experiences were evaluated in several ways. At the beginning of each term, the resident instructor received an outline of the internship experience for that particular term, including a list of objectives and a copy of the final internship evaluation. During the term, a program staff member held regular conferences with the resident instructor to review the participant's progress and to suggest modifica-

tions of the internship experience. The resident instructor was also asked to keep records of the intern's progress which could serve as the basis for the final evaluation.

At the same time a program staff member met with each intern to review his progress and to work out problems. The intern also kept a log of his experiences and was required to present it to the staff member at each conference.

At the end of the term, the resident instructor completed an internship evaluation form, reviewed it with a program staff member, presented it to the intern for review and written comment, and sent it to the program staff office to be kept in the participant's file. This report served as the basis for final grade determination and for future internship planning.

Another form of evaluation was conducted through the participant-advising sessions which were scheduled at the beginning and end of each academic term. These sessions were meant for program advising, internship evaluation, and participant evaluation. Participants also turned in logs and other materials which they developed during the term. Evaluation during these advising conferences was based on the participant's achievement or non-achievement of program objectives.

In addition to these formal conferences, participants met with a staff member any time during the term for an individual conference. Oftentimes conferences were set up at the invitation of a staff member, especially in the case of a participant who was not meeting program objectives. The purpose of these conferences was to make the participant aware of how well he was achieving a particular objective and to map out strategies for improvement.

Each participant was also required to keep a detailed mini-counseling laboratory log which was turned in at the end of each term. This log provided the program staff with necessary information on the participant's performance in the mini-counseling laboratory and also served as the basis for modifying the mini-laboratory experience. The information obtained from these logs during the first term of operation served as the basis for changing the original concept of the mini-counseling laboratory.

Final projects served as another indicator of how well the overall program met its objectives and how well each participant achieved program objectives. Final projects were presented in both written and oral forms, and a tape-recorded record of each presentation was kept on permanent file. These taped sessions were then studied to determine how well the program met its objectives. As indicated earlier in this report, it was learned that the participants were able to select learning objectives, to design an instructional program, to select appropriate learning activities, and to design evaluation techniques for their instructional program. However, it was also learned that participants need more training in evaluation, and more stress needs to be placed on developmental skills.

Each program activity was also carefully reviewed by the program staff in terms of how well it met stated objectives. This review was based on participant feedback and performance in a particular activity. It was also based on feedback from the instructor or professional person involved, and upon test results and other materials developed by participants. If a particular activity was on-going--internships, for example--and modifications were suggested, then those modifications could be

programmed into the next term's experience. In other cases, where the activity would not be repeated, as in the case of a special class, then the program staff made note of suggested modifications for use in future programs.

Another measure of program success was the feedback and evaluative comments received from administrative personnel in the participating institutions. The commitment of these institutions to the objectives of this program was demonstrated by their direct involvement in all internship experiences and through full use of their human and physical resources. Their commitment was further demonstrated by the direct involvement of key administrative personnel, whose concern was more than a mere recognition of the program's existence on their campuses. They were directly involved in working out internship assignments, in helping to select resources for particular activities, and in serving as consultants, guest lecturers, and visiting faculty. For purpose of this report, several administrators were asked to present evaluative comments about the impact of the program on their campuses. Their comments are presented in Appendix D.

IV. Conclusions

Although the program evaluation process is continuous, it is reasonable to conclude at this point that the program met its stated objectives during its first year of operation. The evidence which has been gathered and analyzed to date indicates that the program was successful in systematically preparing professional instructor-counselors to work with underachieving-disadvantaged students in lower-division college and university settings.

The concept of the instructor-counselor is still in its infancy, and this pioneering program sponsored by The Cleveland State University and Cuyahoga Community College promises to open up new educational horizons for not only the underachieving-disadvantaged student but also for each student whatever his developmental status. The program staff was heartened--and flattered--by the many requests received from other institutions of higher education for detailed descriptions of the program and for information on beginning their own program.

Perhaps the most significant accomplishment during the first year of operation was the establishment of the instructor-tutor-counselor concept. The idea that any staff member is qualified to work with underachieving-disadvantaged students is becoming outmoded.

Another significant program accomplishment is the development and design of the program through application of a systems approach. The systems approach is only recently being applied to education, and this program demonstrated the value and significance of such an approach. The basic idea is to formulate program objectives, translate those objectives into specific learning objectives, design appropriate activities for achieving objectives, and evaluate the activities in terms of how well objectives were met. Similar approaches have been used in the past, but the systems approach provides the program designer with continuous feedback; it demands sound answers to teaching-learning problems.

The program was also successful in individualizing its learning activities. Internships, individual projects, and various aspects of particular courses were tailored to the needs and interests of the

participants. This not only helped to achieve program objectives, but also served to demonstrate to the participants that individualized, prescriptive instruction is possible and effective.

Internship experiences were another significant aspect of the program. The internships allowed participants to apply classroom knowledge, to test hypotheses, to modify techniques, and to evaluate their personal performance.

Interns were recognized as full-fledged, albeit junior, professional staff, and they assumed the duties and responsibilities of a regular staff member at one of the participating institutions. This "total saturation" approach proved to be outstandingly successful. The internships not only provided real educational opportunities for program participants, but also provided regular resident staff with stimulus for changing their own instructional techniques. In this sense, the internships served as in-service opportunities for resident staff.

Another significant outcome of the program was the knowledge and information gained about the underachieving-disadvantaged student. An annotated bibliography (please see Appendix E) was developed in the general area of higher education, instruction, and curriculum which is probably one of the most recent comprehensive bibliographies of its type available. Furthermore, the program staff and the participants began to develop innovative techniques and skills for working with the underachieving-disadvantaged student. It became clear, for example, that the regular classroom instructor must be able to recognize and diagnose basic learning difficulties, especially reading problems, communication problems, and general study skills problems.

Institutional Program Affect

The participating (host) institutions were affected by the program in several ways. First, the program interns provided a direct stimulus to resident instructors. It was not uncommon for resident instructors and program participants to become involved in designing or redesigning a course to meet the needs of underachievers. Second, the program staff became directly involved in student development programs at the participating institutions. Dr. Alfred Livingston, program director, was appointed to the Board of Directors of The Cleveland State University Division of Developmental Programs in order to articulate the objectives of the program with the objectives of DDP. Dr. Ferris Anthony also worked closely with the DDP program, especially in program design and in development of instructional techniques. Even more important, the participants worked directly with underachieving-disadvantaged students at the participating institutions, and while this work provided the participants with valuable instructional experience, it also contributed directly to the underachieving student's development.

The Instructor-Counselor Program also helped to focus attention on the needs of the underachieving-disadvantaged student, especially the need for new programs and specially trained faculty to work with these students. In the spring, 1971, the Instructor-Counselor Program co-sponsored a regional conference with the College of Arts and Sciences and the Division of Developmental Programs on "The Expanding University--Different Students, New Programs." This conference was the first of its kind in the state of Ohio, and it promises to be an annual event. The objective of the conference was to bring together various persons

from across the state of Ohio and surrounding states who are most concerned with the underachieving-disadvantaged student, and to serve as a forum for the exchange of ideas and the formulation of designs for working with these students.

The program also affected other institutions, especially those who had sent a participant to the program. In those cases the participant was sent to develop the knowledge and the skills for establishing a student development program on his own campus. One participant, for example, returned to his campus to establish a developmental reading program. Part-time participants, who maintained an on-going relationship with their institutions, took back with them new concepts of instruction and student development. Many of them established experimental sections of their own courses to implement these new ideas, and some of them became directly involved in establishing student development programs.

Program Weaknesses

Several weaknesses were identified in the first year's Instructor-Counselor Program which limited the full accomplishment of all its objectives. Among these was the inclusion of the part-time program with the full-time program. Full-time participants obviously received a wider range of experiences and more special attention than the part-time participants. It was also difficult to mesh the two programs and to get the part-time participants involved to the same degree as the full-time participants. The part-time program does have potential, particularly in the area of in-service education; it needs a more thorough planning and development than is presently possible. The program was not continued in the second year's Instructor-Counselor Program.

Another source of weakness was the limitation of master's degree course work available at The Cleveland State University. Since C.S.U. is still in the developmental stages, it does not offer master's programs in all fields. During the planning stages of the program, the program staff understood that master's programs would be available in the foundational areas, i.e., in English, the social sciences, and some humanities. Some of these areas were not able to offer master's programs; again, because of the developmental nature of the University; and this placed a limitation on participant elective course selection. Effective fall, 1971, The Cleveland State University is beginning master's programs in these and other areas, and this weakness has been eliminated.

Another weakness was identified in the participant selection process. As indicated earlier, the established selection criteria were judged by the program staff and admissions committee to meet the requirements of the program. However, given the limitations of time imposed by a number of circumstances discussed earlier, several seemingly adequate, but not outstanding, participants were admitted to the program. These students later demonstrated a lack of commitment to the program by their inability to devote the time and energy required to achieve program objectives. Given the pioneering nature of the first year's program, a sincere effort was made to assist these students in understanding and achieving program objectives. However, this individualized approach was not successful in all cases, and two students were dropped from the program.

In future programs, more attention needs to focus on the personal interview in the selection process. The program staff and the selection

committee need to have every opportunity to assess the applicant's interest and commitment to underachieving students and to make some determination of his personal characteristics.

A fourth weakness in the first-year's program was the student-faculty instructional ratio which was maintained at 80 per cent of one F.T.E. for the regular program staff. This ratio was maintained in an attempt to keep funding requests within reasonable levels while not jeopardizing the objectives of the program. However, this resulted in a faculty-student advising ratio of 1 to 17, and it presented some special difficulties in the area of internship supervision. To be maximally effective, the total regular program staff should be increased to at least 1.5 F.T.E., with special focus on internship supervision, special course development, and student advising.

Another area of minor weakness was the scheduling of courses, final projects, and other program activities. While the total program schedule was judged to be effective in carrying out program objectives, some changes need to be made to allow more time to internship experiences beyond minimum requirements, and some courses and activities should be modified to better accomplish particular objectives; for example, certain courses should be consolidated and others need to be expanded.

Finally, there was a basic weakness inherent in the nature of a first-year's effort. During the first year, the concept of the instructor counselor needed definition and refinement. Also, the program design had to be modified to fit this definition and refinement. This, of course, resulted in administrative difficulties--course scheduling, internship planning, and so forth--which are to be expected.

The weaknesses inherent in a first-year's effort will, no doubt, be kept to a minimum in the second-year's program, and the details of getting program components to mesh properly and of getting maximum cooperation and effort from staff and students presents little, if any, difficulty at this point. The concept of the instructor-counselor is expected to expand and evolve as the program staff and the students continue to grow and develop in this innovative instructional area, and hopefully a third-year's program will bring that concept and the total program to a highly mature and increasingly effective level of performance.

Program Strengths

The program had many strengths to recommend it; hopefully, others will emulate its strengths and avoid its weaknesses. Among its strengths is the establishment of the instructor-counselor concept itself. The program brought much-needed attention to the hard realities of educating the underachieving-disadvantaged student. Furthermore, it underlined the college and university's responsibility of providing special instructional programs for the increasing numbers of underachieving-disadvantaged students who are now being admitted to institutions of higher education. As the pioneering effort in this area, the program not only prepared specially trained faculty and staff who are competent in working with the underachiever, but also promised to establish an educational model for others.

A second program strength is its immediate impact on local institutions, including the co-sponsoring and cooperating institutions. Program participants worked directly with students at these institutions,

providing direct instructional and advising services to large numbers of students who might otherwise not have received this individualized service. The work of program participants on the co-sponsoring and cooperating campuses also served as a stimulus to resident instructors and others interested in innovative approaches to working with under-achievers. Resident instructors were unanimous in their praise of the internship experience, and most of them expressed the idea that such internships should be required of all personnel who plan to enter institutions of higher education.

The program also brought together a local consortium of institutions of higher education, including three community-junior colleges, C.S.U., and in an indirect way, Bowling Green State University, located some 200 miles west of Cleveland, Ohio. This consortium approach was strengthened with contemporary notions of accountability, since the consortium accomplished program objectives through a pooling of talent and resources rather than a duplication of programs on individual campuses.

In the same vein, the program also fostered inter- and intra-departmental cooperation. Staff members from various academic and non-academic departments were brought together through their work with the interns and through various program activities. This provided a healthy mix of departments and institutions whose common goal was the achievement of program objectives. This close departmental cooperation was especially helpful in overcoming the problem of master's level course work mentioned earlier. For example, the C.S.U. Sociology Department allowed a program participant to take course work at Kent

State University beyond the maximum eight quarter hours normally accepted in transfer.

The program also employed innovative educational techniques--systems approaches to instruction, individualized education, tutorial-advising sessions, full-time internship--demonstrating the value of such approaches, especially in working with underachievers. Although it made only a meager beginning, the program broke the mold of traditional academic preparation for college and university instruction, and it established the idea that college teaching is an area in need of research, development, and improvement, especially as it relates to underachievers.

In its first year of operation, the program took some first steps in developing action research in the underachieving-disadvantaged area, and while the program objective is to prepare personnel for direct work with underachievers, "action-oriented" research seems essential in order to maximize instructional performance.

The program also co-sponsored a regional conference dealing with the "new" student in American higher education. This conference not only brought recognition to the program and to the participants, but it also focused much-needed attention on the problems of the underachieving-disadvantaged student and the need for program and staff development which will provide avenues of academic success for these students.

In this same connection, the program design included a placement service for all participants, which served not only to assist participants in securing positions, but also in calling attention to the

program and its objectives. A sample copy of the placement brochure is included in Appendix F. This brochure was sent to all colleges, community-junior colleges, technical institutes, and universities in the country. It is also interesting to note that the brochure was sent to various business and industrial concerns who sponsor training programs for underachievers. Some of these corporations have expressed an interest in the program, and during its second year of operation the program staff will explore internship possibilities with local business and industry.

Possibly its greatest strength was the program's flexibility, systematic development, and self-evaluation. As indicated throughout this evaluation, the program was planned on a systems basis, allowing for continuous evaluation, modification, and even redirection. This self-renewing characteristic, as demonstrated in this program, provides a living model of the value of systems approaches to program design.

Program Development

The Instructor-Counselor Program is currently in its second year of operation and, as indicated in the preface of this report, the evaluation of the first-year's program served as the basis for redefining and redesigning the second program. Plans are already well under way for a third-year's program, with hopes of renewed support from the United States Office of Education under EPDA funding. Third-year funding will allow a more complete maturation and development of the instructor-counselor concept as well as increased productivity in "action-oriented" research and further development of innovative

approaches to teaching, learning, and advising of underachieving-disadvantaged students. The first-year's program provided a good foundational base for all future efforts in this area.

The second-year's program has increased its regular program staff time, especially the associate program director, Dr. Ferris F. Anthony, who will assume a more direct role in supervision of interns. Part-time instructional staff participation has also been increased, especially in the development and implementation of course work specifically aimed at achieving Instructor-Counselor Program objectives.

In a related effort, the Instructor-Counselor Program has linked its efforts to the Division of Special Studies on The Cleveland State University campus. This division, which now enrolls some 600 freshmen and sophomores and which receives funding under Title IV of the Higher Education Act of 1968, is the developmental center on the C.S.U. campus. Eleven ICP interns will work in the Division beginning this fall term, 1971, and arrangements have been made to have each intern devote one-half of the internship experience in an academic department. This relationship provides a direct link between the academic departments and the Division of Special Studies, thus encouraging academic involvement in the student development program and in the Instructor-Counselor Program.

Another advantage of linking the efforts of the Instructor-Counselor Program with those of the Division of Special Studies is to increase the training facilities and equipment available to the program. The Division of Special Studies recently moved to a 15,300-

square-foot facility, including an expanded Developmental Reading Center, individual tutorial rooms, and new instructional equipment.

Finally, plans are under way for the development of advanced degree programs in the general area of college instruction, academic guidance, and student development. These programs will be a direct outgrowth of the Instructor-Counselor Programs, incorporating the instructor-counselor concepts and program design. Although new program plans are yet in an embryonic stage, with a target beginning date of fall, 1973, their total development and implementation depend upon the success of the Instructor-Counselor Programs. Thus the success of the program to date, including the firm establishment of internships, inter- and intra-departmental and college relationships, innovative approaches to instruction and work with underachieving students, and "action-oriented" research will all make significant contributions to these emerging programs in higher education instruction.

Final Thoughts

The Instructor-Counselor Program was conceived to meet recognized needs in higher education for faculty and staff who have the requisite knowledge and skills to work with the large segment of our society who are educationally handicapped. In carrying out its mission, it has explored new areas and raised questions which, as yet, have not been fully answered. As it develops and matures, it will continue to seek out better ways of educating the young people of our nation who are entering colleges and universities with less than adequate preparation for success in collegiate life.

At this point in the development of American higher education, no need is greater than to find better ways of educating all students, especially the underachiever. Yet, while this critical need is nationally recognized, little is being done to meet the challenge. The Instructor-Counselor Program has risen to the need, and it may well prove to be a model for the preparation of instructional specialists.

Appendix A

Program Application Forms

THE CLEVELAND STATE UNIVERSITY
CLEVELAND, OHIO 44115

COLLEGE OF EDUCATION

(216) 771-0250

Thank you for your interest in our "Instructor-Counselor Program." Enclosed is an application form which you should fill out and return to me. Also enclosed is a yellow Applicant Information Form. This should be filled out and returned to the U.S. Office of Education; the address is listed on the form.

Also, please be sure to have your undergraduate transcript and letters of recommendation sent to me. We will process your application when all this material has been received. All applicants should be notified of final selections for the program no later than June 12.

One last point, please indicate on the application whether you are interested in the full-time program or the part-time program. The full-time program is a day program; the part-time program is an evening program.

We look forward to receiving your application. Please contact me if you have any questions.

Sincerely yours,

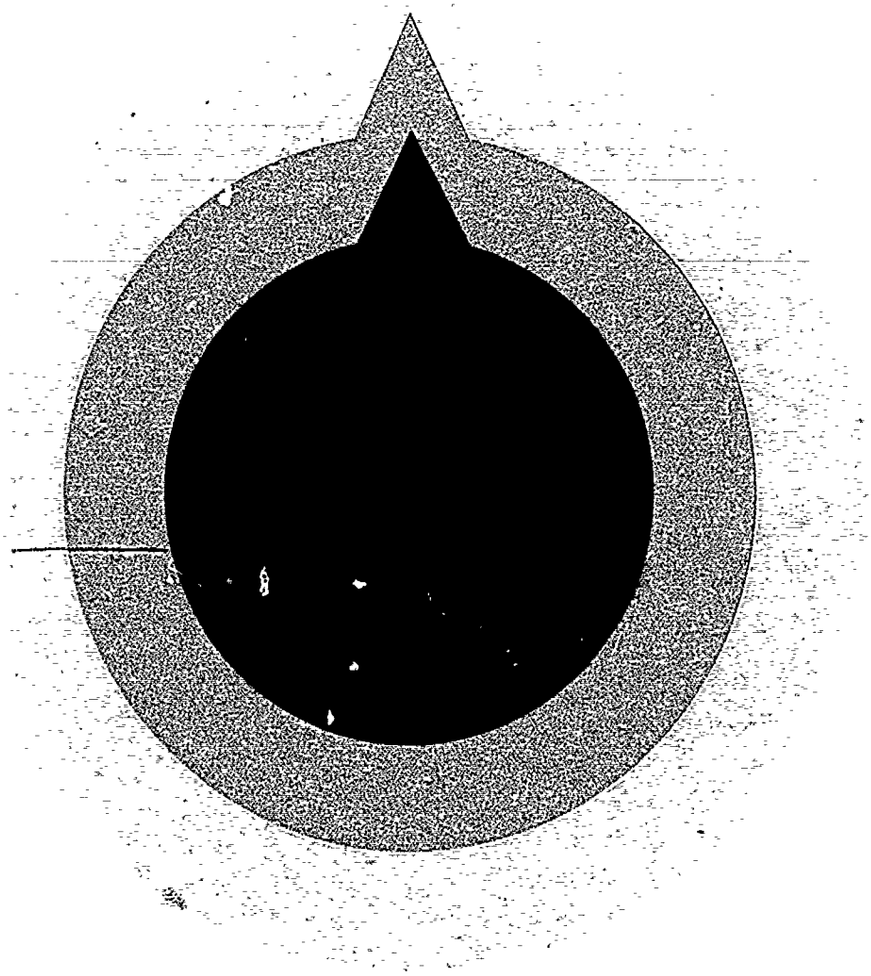
Ferris F. Anthony
Director Student Services

FFA:dw

Encl.

THE CLEVELAND STATE UNIVERSITY

GRADUATE STUDY



APPLICATION FORMS

DIRECTIONS FOR GRADUATE STUDY APPLICANTS TO THE CLEVELAND STATE UNIVERSITY

1. Return the completed application and Student Data Form with a $10 check or money order to cover the non-refundable application fee. No application will be processed without the fee, nor will refunds be made if the applicant is denied admission. The check or money order should be made payable to The Cleveland State University.

2. Submit separate official transcripts of all colleges attended.

3. Forward the two graduate recommendation forms to the persons making recommendations for you. It is preferred that one of the recommendations be completed by a college professor familiar with your undergraduate work. The respondents should be advised to forward the completed recommendation forms directly to The Chairman of the Department in which you intend to specialize, The Cleveland State University.

4. Individual departments may require an applicant to submit the results of the GRE Aptitude Test and Advanced Test in the appropriate field. In such cases the student will be notified of this requirement at the time of application.

5. For international applicants whose native language is not English, the University requires the completion of the Test of English as a Foreign Language (TOEFL) or the English Proficiency Test administered by the English Language Institute of the University of Michigan, and results of both the Aptitude Test and the Advanced Test of the Graduate Record Examination. Arrangements for taking the TOEFL may be made by the applicant writing directly to TOEFL, Educational Testing Service, Princeton, New Jersey 08540. Concurrent GRE and TOEFL testing is available in most foreign countries. Individual departments may require alternative tests.

It is the applicant's responsibility to make certain that all necessary credentials are received. Correspondence with department chairman is invited during the admissions process.

All application materials should be sent directly to The Chairman of the department in which you intend to specialize, The Cleveland State University, Cleveland, Ohio 44115.

THE CLEVELAND STATE UNIVERSITY

Euclid Avenue at East 24th Street / Cleveland, Ohio 44115

APPLICATION FOR ADMISSION TO GRADUATE STUDY

1. Full Legal Name *(please print)*
   ☐ Mr. ☐ Mrs. ☐ Miss _____ (Last Name) _____ (First Name) _____ Maiden Name ☐ or Middle Name ☐

2. Permanent Address
   Street _____
   City, State _____ Zip Code _____ County *(if Ohio)*

3. Mailing Address *(if different)*
   Street _____ Last date at this address
   City, State _____ Zip Code Month ____ Day ____ Year ____

4. Name of Present Employer _____
   Address _____

5. Social Security Number _____

6. Telephone: Home _____ (Area Code) _____
   Business _____ (Area Code) _____

7. Sex: Male ☐ Female ☐

8. Birth Date _____ (Month Day Year)

9. Marital Status: Single ☐ Married ☐

10. U.S. Citizen? Yes ☐ No ☐ If no, what country? _____
    If no, what type visa do you expect to secure? _____

11. Selective Service Classification _____

12. Degree Sought _____ Department or Field _____

13. Proposed Entrance Date _____
    Fall ☐ Spring ☐
    Winter ☐ Summer ☐ 19____

14. Have you previously attended Fenn College or CSU? Yes ☐ No ☐
    If yes, when? _____
    If no, have you applied to CSU in the last two years? Yes ☐ No ☐

15. List in chronological order all **colleges** and **universities** attended.

Name of College or University	Location City	State	Dates of Attendance	Hours Earned	Point Hour Ratio	Degree Earned	Point-Hour Ratio in Major Field	Date
			19 to 19					
			19 to 19					
			19 to 19					
			19 to 19					
			19 to 19					

16. Undergraduate Major _____
    Undergraduate Minor _____

17. Scholastic Recognition or Honors Received _____

18. Test Scores *(if available)*
    GRE _____ Verbal _____ Quantitative _____ Advanced Test _____ Subject _____ Date _____
    ATGSB (M.B.A.) Verbal _____ Quantitative _____ Total _____
    TOEFL _____

19. List any employment or other activities related to your proposed field of study. If you have taught, name subjects.

20. If applicable, note course in your major and minor fields now in progress.

21. If your cumulative average in college is below the 2.6 level generally required for admission, you may give a supplementary explanation of your record if you wish.

22. Discuss briefly your career objective in pursuing an advanced degree in your field of study.

23. I intend to pursue graduate studies: ☐ Full Time ☐ Part Time

24. If you plan to pursue your Master's Degree on a full-time basis at CSU, do you wish to be considered for a Graduate Assistantship in the department to which you have applied?
☐ Yes ☐ No

25. List below the names, address, and positions of two persons familiar with your academic background and abilities in your proposed field of graduate study who are sending letters of recommendation to the department to which you are applying.

Name Address

Position

Name Address

Position

Signature Date

NOTE: On Item #12, please indicate specific major as follows:

I. Curriculum & Instruction
   Elementary
   Secondary
   Higher Education
II. Educational Administration
   Elementary Principalship
   Secondary Principalship
III. Guidance & Counseling
IV. Administrative Certification for those already holding a Master's Degree.

THE CLEVELAND STATE UNIVERSITY
GRADUATE STUDENT DATA FORM

To the Applicant: Please complete, by typing or printing, the appropriate portion of this form and return with the application.

1. Full Legal Name

10 Last Name 22 | 23 First Name 31 | 32 Maiden or Middle Name 40

2. Permanent Address
   Street _____ 10 31
   City, State _____ 32 49 Zip 53 County *(if Ohio)*

3. Social Security Number ___ ___ _____ 4. Telephone ( ) 42 Area _____ 51

5. Sex 52 Male ☐ Female ☐ 6. Birth Date _____ 53 Month Day Year 58 7. Marital Status 59 Single ☐ Married ☐

8. _____ College from Which Graduated or Graduating | _____ State | _____ Degree | _____ Month/Year of Graduation

9. U.S. Citizen? 60 Yes ☐ No ☐ If No, what country? _____
   If No, what visa type? _____

10. Have you previously attended Fenn College or CSU? 61 Yes ☐ No ☐ If Yes, When _____ Month/Year To _____ Month/Year

11. Are you a veteran? 62 Yes ☐ No ☐ 12. Length of Ohio Residency: _____ Month/Year To _____ Month/Year

---

DO NOT WRITE BELOW THIS LINE – (FOR ADMISSION OFFICE USE ONLY)

Fee Paid 63 ☐ Yes ☐ No

Completion by Department (or Dean) on Graduate Students:

Scores: _____ _____ _____ 64-72

☐ Admit) ☐ Fall
☐ Deny ☐ Winter
☐ Cancel) For 19___ ☐ Spring ☐ Summer
73 74-75 76

Major (Dept.) _____ 77-79

Status _____ 54-55 ie R – Regular
SG – Special Graduate
PG – Provisional Graduate
E 80

Completion by Admissions Office

( ) 56-62
☐ Resident ☐ Non-Resident 63

Base ( ) 64-65 Foreign Student ☐ 66

College Code ( ) 67-69 ☐ Commuter ☐ Dorm

County Code ( ) 70-72 ☐ Other 73

College ( ) 74-75

F 80

THE CLEVELAND STATE UNIVERSITY
RECOMMENDATION FORM FOR GRADUATE APPLICANT

I. **To the Applicant:**

Complete the first items on this form and deliver this form directly to a professor or supervisor under whom you have studied or worked. To expedite the processing of your application, you should provide the respondent with an envelope pre-addressed to the appropriate graduate department at The Cleveland State University.

Name of Applicant _____
Last First Middle or Maiden

Graduate Department to which I am applying _____

Please return this form to: The Chairman
Department of _____
The Cleveland State University.
Cleveland, Ohio 44115

II. **To the Person Making this Recommendation:**

Please give your frank opinion of the applicant. It will be useful to know how long and in what capacity you have known him. We would appreciate your estimate of the applicant's aptitude for graduate study, including scholastic achievement, emotional stability, and promise of professional success.

(Use other side if necessary)

Check one:

- ☐ The applicant is likely to be an outstanding graduate student.
- ☐ His performance as a graduate student is likely to be above average.
- ☐ He is likely to perform graduate work satisfactorily.
- ☐ There is some doubt as to his success in graduate study.

Please return this form to the address listed above.

_____ Signature

_____ Institution or Company

_____ Title

_____ Address

Form 1530-25 Rev.

THE CLEVELAND STATE UNIVERSITY

RECOMMENDATION FORM FOR GRADUATE APPLICANT

I. **To the Applicant:**

Complete the first items on this form and deliver this form directly to a professor or supervisor under whom you have studied or worked. To expedite the processing of your application, you should provide the respondent with an envelope pre-addressed to the appropriate graduate department at The Cleveland State University.

Name of Applicant _____
Last First Middle or Maiden

Graduate Department to which I am applying _____

Please return this form to: The Chairman
Department of _____
The Cleveland State University.
Cleveland, Ohio 44115

II. **To the Person Making this Recommendation:**

Please give your frank opinion of the applicant. It will be useful to know how long and in what capacity you have known him. We would appreciate your estimate of the applicant's aptitude for graduate study, including scholastic achievement, emotional stability, and promise of professional success.

(Use other side if necessary)

Check one:

- ☐ The applicant is likely to be an outstanding graduate student.
- ☐ His performance as a graduate student is likely to be above average.
- ☐ He is likely to perform graduate work satisfactorily.
- ☐ There is some doubt as to his success in graduate study.

Please return this form to the address listed above.

_____ Signature

_____ Title

_____ Institution or Company

_____ Address

Form 1530-25 Rev.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED.
BUDGET BUREAU NO. 51-R0717

1970-71

DIRECTOR'S USE ONLY
APPLICANT STATUS
☐ SELECTED AS PARTICIPANT
☐ SELECTED AS ALTERNATE
☐ NOT SELECTED AS PARTICIPANT OR ALTERNATE

APPLICATION FOR ADMISSION TO AN INSTITUTE OR SHORT-TERM TRAINING PROGRAM OR SPECIAL PROJECT (TITLE V-E, P.L. 90-35; EPDA)

INSTRUCTIONS: PLEASE COMPLETE ALL ITEMS CAREFULLY AND RETURN TO THE DIRECTOR OF THE TRAINING PROGRAM. THE SPACES PROVIDED ARE NORMALLY SUFFICIENT. HOWEVER, IF SPACE IS INADEQUATE FOR ANY OF THE ITEMS, BEGIN ON THE FORM AND USING CORRESPONDING NUMBERS CONTINUE ON AN ADDITIONAL SHEET(S) AND ATTACH TO THIS FORM.

1 NAME AND ADDRESS OF INSTITUTION TO WHICH YOU ARE APPLYING (CITY, STATE, AND ZIP CODE)

2 NAME OF PROGRAM

DURATION (FROM) (MONTH, DAY, YEAR) | (TO) (MONTH, DAY, YEAR) | NUMBER OF WEEKS FULL-TIME* | PART-TIME

3 NAME OF APPLICANT (LAST) (FIRST) (MIDDLE INITIAL)

4 SOCIAL SECURITY NUMBER

5 DATE OF BIRTH (MONTH, DAY, YEAR)

6 SEX ☐ MALE ☐ FEMALE

7 MARITAL STATUS ☐ MARRIED ☐ SINGLE

8 PERMANENT ADDRESS (STREET, CITY, STATE, AND ZIP CODE)

9 CURRENT ADDRESS (STREET, CITY, STATE, AND ZIP CODE)

10 HOME TELEPHONE: AREA CODE NO.

OFFICE TELEPHONE: AREA CODE NO.

11 I AM NOW ☐ SERVING IN; ☐ PREPARING TO SERVE IN AN INSTITUTION OF HIGHER EDUCATION

12 NAME AND ADDRESS (CITY, STATE, AND ZIP CODE) OF INSTITUTION (OR BUSINESS AGENCY OR OTHER ORGANIZATION) WHERE YOU ARE NOW ☐ EMPLOYED OR ☐ ATTENDING

TITLE OF PRESENT POSITION

THE ABOVE-NAMED INSTITUTION IS ☐ OTHER (SPECIFY)
☐ PUBLIC ☐ PRIVATE ☐ 2-YEAR ☐ 4-YEAR

13 NAME AND ADDRESS (CITY, STATE, AND ZIP CODE) OF INSTITUTION WHERE YOU EXPECT TO BE EMPLOYED IMMEDIATELY AFTER THE PROPOSED TRAINING PROGRAM

TITLE OF POSITION YOU WILL HOLD

THE ABOVE-NAMED INSTITUTION IS ☐ OTHER (SPECIFY)
☐ PUBLIC ☐ PRIVATE ☐ 2-YEAR ☐ 4-YEAR

14 IF ACCEPTED FOR THE PROGRAM, DO YOU PLAN TO WORK FOR A DEGREE? ☐ YES ☐ NO
IF "YES" SPECIFY TITLE OF DEGREE:

15 COLLEGES AND UNIVERSITIES YOU HAVE ATTENDED

NAME OF INSTITUTION	DEGREE AWARDED	MAJOR	MINOR	DATES ATTENDED FROM	TO

16 SUMMARIZE YOUR YEARS OF EXPERIENCE IN TEACHING, EDUCATIONAL ADMINISTRATION OR OTHER RELATED WORK

SUBJECTS OR ASSIGNMENTS	LEVEL	YEARS OF EXPERIENCE	SUBJECT OR ASSIGNMENTS	LEVEL	YEARS OF EXPERIENCE

*A "FULL-TIME" WEEK IS 5 CONSECUTIVE FULL DAYS OF WORKLOAD.

17 EMPLOYMENT RECORD--LIST YOUR PLACES OF EMPLOYMENT IN TEACHING, EDUCATIONAL ADMINISTRATION OR OTHER RELATED WORK DURING THE LAST 5 YEARS. (START WITH YOUR PRESENT OR LAST POSITION AND WORK BACK.)

DATES	NAME AND ADDRESS OF EMPLOYER	NATURE OF YOUR DUTIES

18 LIST ANY ADDITIONAL SIGNIFICANT PROFESSIONAL OR ACADEMIC EXPERIENCES YOU HAVE HAD THAT RELATE TO THIS TRAINING PROGRAM. INCLUDE INSTITUTES, WORKSHOPS, SEMINARS, CONFERENCES, ETC.

NATURE OF PROGRAM	SPONSORING INSTITUTION (OR AGENCY)	DATE

19 GIVE NAME, ADDRESS, AND TITLE OF YOUR IMMEDIATE SUPERVISOR, DEPARTMENT CHAIRMAN, DEAN OR OTHER OFFICIAL

NAME	ADDRESS
TITLE	

20 I PLAN TO APPLY THE BENEFITS DERIVED FROM THIS PROGRAM TO MY LONG-RANGE PROFESSIONAL CAREER PLANS IN HIGHER EDUCATION AS FOLLOWS:

21 WILL LIVE IN THE INSTITUTION'S HOUSING FACILITIES IF AVAILABLE: ☐ YES ☐ NO | WITH MY SPOUSE: ☐ YES ☐ NO

AND CHILDREN: ☐ YES ☐ NO (IF CHILDREN WILL ACCOMPANY YOU, COMPLETE THE FOLLOWING)

NAME OF CHILD	AGE	SEX	HOUSING ARRANGEMENTS YOU PREFER

SIGNATURE	DATE

GSA DC 70.2996

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

APPLICATION FOR A STIPEND

(Parts C, D, E, or F, The Education Professions Development Act)

FORM APPROVED
BUDGET BUREAU NO. 51-R0591

Individuals who attend training programs under the provisions of Parts C, D, E, or F of the Education Professions Development Act are eligible in most cases to receive stipends, plus dependency allowances, for the period of attendance. Specific information on applicable stipend rates and dependency allowances will be furnished to you by the Director of the Program to which you apply.

Please type or print in ink and return this form to the Program Director, NOT to the U.S. Office of Education.

YOUR NAME *(First, Middle Initial, Last)*	YOUR PERMANENT OR HOME ADDRESS *(Number, Street, City, State, ZIP Code)*

NAME OF INSTITUTION OR AGENCY TO WHICH YOU ARE APPLYING	TITLE OF TRAINING PROGRAM	DATES OF TRAINING	
		FROM	TO

DEPENDENCY ALLOWANCES

INSTRUCTIONS: For the purposes of dependency allowances, a "dependent" means an individual who receives more than one-half of his or her support from the participant for the calendar year in which the school year begins, and who is (a) the spouse of the participant, or (b) one who could be claimed by the participant as a dependent for Federal income tax purposes.

EXCEPTIONS: You may NOT claim an allowance for any person who is either receiving funds, or who is claimed as a dependent of another person who is receiving funds, from this or any other program of Federal educational assistance, unless such funds are received as a loan or in connection with a program of work-study.

OBLIGATION TO REPORT CHANGES IN DEPENDENCY ALLOWANCES: Any change which occurs *(prior to completion of the training project)* in the number of dependency allowances which you are claiming in this application, must be reported to the Program Director for an appropriate adjustment.

CERTIFICATION OF CLAIM

IN ACCORDANCE WITH THE FOREGOING INSTRUCTIONS *(Check the one which applies)*

☐ I CLAIM NO DEPENDENTS

☐ I CLAIM THE FOLLOWING DEPENDENTS

NAME OF DEPENDENT	AGE	RELATIONSHIP	NAME OF DEPENDENT	AGE	RELATIONSHIP
1.			6.		
2.			7.		
3.			8.		
4.			9.		
5.			10.		

I CERTIFY, under penalty of law, that I have claimed dependency allowances in accordance with the instructions on this form, that the information provided by me is true and complete to the best of my knowledge and belief, and that I understand my obligation to report any change in the number of dependency allowances claimed herein.

SIGNATURE OF APPLICANT	DATE

APPROVED:

SIGNATURE OF PROGRAM DIRECTOR	DATE

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-R0814
APPROVAL EXPIRES: 1/31/71

APPLICANT INFORMATION

Institutes, Short-Term Training Programs and Special Projects Under Part E of the Education Professions Development Act *(EPDA, Public Law 90-35)* - 1970-71

PROGRAM NUMBER
13960

INSTRUCTIONS: THIS INFORMATION WILL NOT BE USED TO EVALUATE THE QUALIFICATIONS OF AN INDIVIDUAL FOR PARTICIPATION IN THE EPDA, PART E TRAINING PROGRAM. IT WILL BE USED BY THE OFFICE OF EDUCATION ONLY TO COLLECT AGGREGATE DATA ON CHARACTERISTICS OF ALL APPLICANTS. Please complete all items carefully. The form must be *MAILED DIRECTLY TO THE OFFICE OF EDUCATION* at the address given below in the envelope provided.

U.S. Office of Education
Bureau of Higher Education
Division of College Support
400 Maryland Avenue S.W.
Washington, D.C. 20202
ATTENTION: Dr. Paul H. Carnell

OFFICE OF EDUCATION USE ONLY

1. APPLICANT STATUS
(1) ☐ SELECTED AS PARTICIPANT
(2) ☐ SELECTED AS PARTICIPANT BUT DID NOT ATTEND
(3) ☐ SELECTED AS ALTERNATE
(4) ☐ NOT SELECTED

2. NAME *(Last, First, Middle Initial)*

3. SEX
(1) ☐ MALE (2) ☐ FEMALE

4. AGE
(1) ☐ 19 YEARS OLD OR YOUNGER
(2) ☐ 20 THROUGH 30 YEARS OF AGE
(3) ☐ 31 THROUGH 40 YEARS OF AGE
(4) ☐ 41 THROUGH 50 YEARS OF AGE
(5) ☐ 51 THROUGH 60 YEARS OF AGE
(6) ☐ 61 YEARS OR OLDER

5A. ARE YOU A MEMBER OF A MINORITY GROUP?
(1) ☐ YES (2) ☐ NO

5B. IF "YES", CHECK THE APPROPRIATE BOX
(1) ☐ AMERICAN INDIAN
(2) ☐ AMERICAN NEGRO
(3) ☐ CUBAN
(4) ☐ MEXICAN-AMERICAN
(5) ☐ ORIENTAL
(6) ☐ PUERTO RICAN
(7) ☐ OTHER *(Specify)* _____

6A. ARE YOU A VETERAN?
(1) ☐ YES (2) ☐ NO

6B. IF "YES", OF WHICH WAR?
(1) ☐ WORLD WAR II
(2) ☐ KOREAN WAR
(3) ☐ VIETNAM WAR
(4) ☐ OTHER *(Specify)* _____

7. NAME OF EPDA, PART E TRAINING PROGRAM TO WHICH YOU ARE APPLYING

8. HAVE YOU ATTENDED A PREVIOUS EPDA, PART E TRAINING PROGRAM?
(1) ☐ YES (2) ☐ NO

9A. ARE YOU PRESENTLY EMPLOYED?
(1) ☐ YES (2) ☐ NO

9B. IF "YES", ENTER NAME OF EMPLOYER

10A. DO YOU EXPECT TO BE EMPLOYED AT THE INSTITUTION NAMED IN ITEM 9B AFTER COMPLETION OF EPDA, PART E TRAINING PROGRAM? (1) ☐ YES (2) ☐ NO

10B. IF ANSWER IS "NO", WHAT IS THE NAME OF THE INSTITUTION AT WHICH YOU WILL BE EMPLOYED AFTER COMPLETION OF TRAINING? ENTER BELOW.

11. IN COLUMN A, CHECK THE TYPE OF INSTITUTION WHERE YOU ARE PRESENTLY EMPLOYED; THEN IN COLUMN B, CHECK THE INSTITUTION IN WHICH YOU PLAN TO BE EMPLOYED AFTER COMPLETION OF EPDA, PART E TRAINING PROGRAM *(Trustees, regents, or board members of educational institutions should indicate type of educational institution with which associated)*

	A. PRESENT INSTITUTION	B. FUTURE INSTITUTION
(1)	☐ 2-YEAR COLLEGE OR TECHNICAL INSTITUTE	☐
(2)	☐ 4-YEAR UNDERGRADUATE COLLEGE	☐
(3)	☐ UNDERGRADUATE AND GRADUATE INSTITUTION	☐
(4)	☐ ELEMENTARY OR SECONDARY SCHOOL	☐
(5)	☐ OTHER EDUCATIONAL AGENCY OR ASSOCIATION *(Specify)* _____	☐
(6)	☐ OTHER *(Specify)* _____	☐
(7)	☐ TYPE OF INSTITUTION UNKNOWN	☐
(8)	☐ NOT EMPLOYED	

12. INDICATE CONTROL OF THE INSTITUTION(S) IN WHICH YOU ARE PRESENTLY EMPLOYED AND EXPECT TO BE EMPLOYED AFTER COMPLETION OF EPDA, PART E TRAINING PROGRAM:

12A. PRESENT INSTITUTION
(1) ☐ PUBLIC (2) ☐ PRIVATE

12B. FUTURE INSTITUTION
(1) ☐ PUBLIC (2) ☐ PRIVATE

13. IN COLUMN A, CHECK YOUR PRESENT OCCUPATION; THEN IN COLUMN B, CHECK YOUR FUTURE OCCUPATION *(if known)* AFTER COMPLETION OF EPDA, PART E TRAINING PROGRAM. *(Check only your major occupation) (Trustees, regents, or board members of educational institutions should indicate major position in the educational institution)*

A. PRESENT OCCUPATION	B. FUTURE OCCUPATION	A. PRESENT OCCUPATION	B. FUTURE OCCUPATION
(1) ☐ TEACHER	(1) ☐	(5) ☐ GRADUATE STUDENT	(5) ☐
(2) ☐ ADMINISTRATOR	(2) ☐	(6) ☐ OTHER *(Specify)*_____	(6) ☐
(3) ☐ STUDENT PERSONNEL SERVICES OFFICER	(3) ☐	(7) ☐ RETIRED	(7) ☐
(4) ☐ OTHER EDUCATIONAL SPECIALIST	(4) ☐		FUTURE OCCUPATION UNKNOWN (8) ☐

14. IN COLUMN A, CHECK PRESENT AREA OF SPECIALIZATION, THEN IN COLUMN B, CHECK YOUR FUTURE AREA OF SPECIALIZATION *(if known)* AFTER COMPLETION OF EPDA, PART E TRAINING PROGRAM *(Check only your major area)*

A. PRESENT AREA OF SPECIALIZATION	B. FUTURE AREA OF SPECIALIZATION	A. PRESENT AREA OF SPECIALIZATION	B. FUTURE AREA OF SPECIALIZATION
(1) ☐ ADMISSIONS AND/OR REGISTRAR	(1) ☐	(11) ☐ NATURAL SCIENCE OR MATHEMATICS	(11) ☐
(2) ☐ ADMINISTRATION – GENERAL	(2) ☐	(12) ☐ PROFESSIONAL EDUCATION *(Law, medicine, etc.)*	(12) ☐
(3) ☐ ADULT EDUCATION	(3) ☐	(13) ☐ PROGRAMS FOR EDUC. DISADVANTAGED STUDENTS	(13) ☐
(4) ☐ BUSINESS EDUCATION	(4) ☐	(14) ☐ SOCIAL SCIENCES	(14) ☐
(5) ☐ COLLEGE FINANCIAL MANAGEMENT	(5) ☐	(15) ☐ STUDENT FINANCIAL AID	(15) ☐
(6) ☐ DEVELOPMENT AND/OR FUND-RAISING	(6) ☐	(16) ☐ STUDENT PERSONNEL SERVICES	(16) ☐
(7) ☐ EDUCATIONAL MEDIA	(7) ☐	(17) ☐ TRAINING OF ELEM. OR SECONDARY SCHOOL TEACHERS	(17) ☐
(8) ☐ ENGINEERING	(8) ☐	(18) ☐ VOCATIONAL EDUCATION	(18) ☐
(9) ☐ HUMANITIES	(9) ☐	(19) ☐ OTHER *(Specify)*_____	(19) ☐
(10) ☐ LIBRARY WORK	(10) ☐		

15. WHAT IS THE HIGHEST DEGREE YOU NOW HOLD?
(1) ☐ BACHELOR'S (4) ☐ DOCTORATE
(2) ☐ MASTER'S (5) ☐ OTHER *(Specify)*
(3) ☐ DEGREE BEYOND MASTER'S BUT LESS THAN DOCTORATE _____

16A. DO YOU PLAN TO WORK FOR AN ADVANCED DEGREE?
(1) ☐ YES (2) ☐ NO

16B. IF "YES", WHICH OF THE FOLLOWING DEGREES WILL YOU WORK FOR?
(1) ☐ BACHELOR'S (4) ☐ DOCTORATE
(2) ☐ MASTER'S (5) ☐ OTHER *(Specify)*
(3) ☐ DEGREE BEYOND THE MASTER'S BUT LESS THAN THE DOCTORATE

17. DO YOU PLAN TO USE THE EPDA, PART E TRAINING PROGRAM AS PART OF YOUR WORK FOR AN ADVANCED DEGREE?
(1) ☐ YES (2) ☐ NO

18A. DO YOU PLAN TO UNDERTAKE GRADUATE STUDY IMMEDIATELY AFTER COMPLETION OF THE EPDA, PART E TRAINING PROGRAM? (1) ☐ YES (2) ☐ NO

18B. IF "YES", WILL YOUR GRADUATE STUDY BE
(1) ☐ FULL TIME (2) ☐ PART TIME

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19.
(1) ☐ DEVELOPING INSTITUTION (2) ☐ PREDOMINATELY BLACK

Appendix B

Specific Objectives

INSTRUCTOR-COUNSELOR PROGRAM

OBJECTIVES

Primary Objective

The primary objective of the Instructor-Counselor Program is to educate and train instructor-tutor counselors to work with college freshmen and sophomores, especially in student development programs designed to upgrade and strengthen basic skills.

Sub-Objectives

The Instructor-Counselor Program aims at developing in the instructor-counselor:

I. Sufficient competency in a discipline to enable the instructor-counselor to provide tutoring and other special assistance to students with special needs.

A. The instructor-counselor should be able to:

1. Identify the content of his subject matter area taught in lower division college program.

2. Identify various teaching methods being used in his subject area, both traditional and experimental methods.

3. Demonstrate a competency in his subject matter area by being able to pass a valid examination at the 70% level.

4. Demonstrate a working knowledge of the concepts of his discipline.

5. Demonstrate an ability to write appropriate course objectives in his subject field based on a concept of the discipline, on an understanding of the learner and his needs, and on measurable criteria.

6. Demonstrate an ability to translate course objectives into sound learning-teaching experiences for lower division students, with emphasis on students with special needs.

7. Demonstrate an ability to develop innovative approaches to teaching his subject field, especially as it relates to the specific needs of individual students and groups of students.

8. Demonstrate an understanding of instructional technology and of its application to teaching his subject field.

9. Demonstrate an understanding of inter- and intra-relationships between his subject field and other subject fields.

10. Demonstrate an ability to develop his own learning-teaching system which is based on a sound rationale and which can be used with students.

11. Demonstrate an ability to evaluate his learning-teaching system in terms of his stated objectives and his ability to use resultant feedback to revise his system.

12. Demonstrate his ability to assist the student in adapting productively to the academic environment. (This can be measured by the success rate of his mini-laboratory students and other internship aspects of the program.)

II. Necessary understandings of the developmental needs of students in the early college years, including an understanding of their social milieu and its relation to student needs.

A. The instructor-counselor should be able to:

1. Identify demographic characteristics of student populations:

a. Nationally
b. State-wide
c. Locally

2. Identify ability levels of incoming students in terms of overall ability and in terms of areas of strengths and weaknesses.

3. Identify socio-psychological development in the early college years, especially ages 18-21.

4. Demonstrate an understanding of the relationship between intellectual potential, basic skills, and personal development.

5. Demonstrate an ability to identify incoming goals and purposes of students in the lower division, and to help students to relate occupational and life goals to his abilities and level to which he is willing to carry his aspirations.

6. Demonstrate an understanding of the institutional press.

7. Demonstrate an understanding of the socio-economic forces affecting students.

8. Demonstrate an understanding of the concept of "disadvantaged" as exemplified by the several categories of "disadvantaged" individuals in this society.

9. Demonstrate an understanding of the local community and its relation to education; and a further understanding of the community which the college graduates will enter.

10. Demonstrate an ability to help students to appreciate and understand their cultural heritage and to base their personal development on this appreciation and understanding.

12. Demonstrate an ability to identify and accept the student's socio-cultural heritage.

13. Demonstrate an ability to help students to recognize and accept their possible roles in the local, state, national, and world communities.

III. An understanding of, an interest in, and a commitment to working with disadvantaged students in the lower division years.

A. The instructor-counselor should be able to:

1. Demonstrate an ability to apply items in #II to working with lower division students. Examples of how these may be demonstrated, include:

a. Mini-counseling laboratories
b. Internship phases of the program
c. Knowledge of the literature in this area

d. Develop and defend a point of view with regard to the literature
e. The development of a course of instruction and/or a developmental program aimed at students with special needs.

IV. An understanding of the role and purpose of higher education in a changing society, particularly as it relates to lower division instruction.

A. The instructor-counselor should be able to:

1. Demonstrate a knowledge of the history of American higher education, its formation, its pluralistic philosophies, its sociology, and its relationships to external educational systems.

2. Demonstrate a knowledge of current goals of higher education and an ability to identify future trends.

3. Demonstrate a knowledge of the relationship between higher education and other societal institutions and to society in general.

4. Demonstrate a knowledge of the structure of American higher education.

5. Demonstrate an understanding of the internal structure of a college or university.

6. Demonstrate an understanding of the professional in higher education and the rights and responsibilities of the professional and professional socialization.

7. Demonstrate an understanding of the mechanics of internal operations in higher education, i.e., registration, credits, academic bookkeeping, along with the rationale and purpose of the same.

8. Demonstrate an understanding of the nature of the lower division (freshman-sophomore years) as represented in the several institutions of higher education extant in the United States.

9. Demonstrate a knowledge of education beyond the high school with emphasis on the two-year college and its variations.

10. Demonstrate a knowledge of the developing field of higher education as a social phenomenon, especially as expressed in professional literature.

11. Demonstrate a knowledge of the relationship between higher education and elementary and secondary education.

12. Demonstrate a working knowledge of the concepts of general education, liberal arts, and specialization, and be able to develop a curriculum ulilizing these concepts.

Appendix C

Sample Evaluation Forms

Cleveland State University - Cuyahoga Community College
Instructor-Counselor Program
Internship Report

Intern _____

Resident Instructor _____

Institution _____

Internship Activity _____

Introduction

Fundamental assumptions underlying the formal use of internships are the following:

1. Teaching, tutoring, and advising are behaviors (whether linguistic, performative, or expressive); and, as behaviors, are subject to analysis, change and improvement.

2. Teaching, tutoring, and advising are extremely complex behaviors, involving the full range of thought processes, communication, and physical action.

3. Teachers, tutors, and advisers, through practice, can learn to analyze, criticize, synthesize, control and selectively improve their own behavior.

This progress report is to be used during each quarter of the internship activity. Its purpose is to assist in the developmental process through assuring the opportunity for evaluative discussion between the intern, the resident instructor, and the program staff. Its aim is to assist the intern in his task of becoming increasingly aware of the meaning of the totality of self-acts, and related transactional processes involved in his internship experience.

A premise to be kept in mind during evaluative discussion suggests that teaching, tutoring, and advising, in addition to being the conscious control of behavior to achieve selected goals, calls into play the total personality and is a highly personal and creative experience. Thus, there is room for wide variation in idiosyncratic behavior, for behavior adapted to the personal qualities and capacities of the individual intern.

Procedure

1. The resident instructor should complete this report by giving his impressions of the work of the intern under the several categories which follow. While the categories are relatively self-defining, when in doubt, the resident instructor should apply his own definition.

2. Since the intern is engaged in a process, his progress must necessarily be considered only for the stage in his development which the specific report is intended to reflect.

3. After the progress report has been considered by the resident instructor and the intern, a program staff member will add his observations and discuss the report with both.

4. The reports will be collected by the program staff at the end of each internship phase. They will not become a part of the intern's confidential placement file.

Progress Report

The intern gives evidence of:

1. Personal Characteristics (Intellectually and personally stimulating in his relationships with human beings according to his life style; broad and varied interests; depth of liberal education; mature in personal relations; absence of incapacitating emotional problems; possesses such personality attributes as sincerity, integrity, enthusiasm, humor; ability to withstand stress and endure frustration.)

2. Demonstrating a capacity for professional growth. (Gives thoughtful consideration to suggestions and applies them skillfully; corrects mistakes instead of rationalizing them; recognizes own strengths and weaknesses): Is able to accept constructive criticism; is able to modify his behavior based on this criticism; is able to interact with professional staff in positive ways.

3. Regarding teaching as a profession. (Understanding of the responsibilities of the two-year college in the system of higher education; of the role of the teacher; commitment to teaching in the lower division years; conviction about the worthwhileness of educational activities):

4. Interest in and ability to work effectively with individual students and with groups of students. (Sensitivity in understanding and motivating students; extra-class relationships with students; respect for and acceptance of student differences.):

5. Competence in the field(s) he is teaching (command of subject matter; depth of preparation; breadth of related fields):

6. Potential of developing an effective teaching style. (Skills in teaching; appropriateness of method(s) used; logic of presentation; clarity of approach; efficient use of class time; evaluates student progress effectively):

7. A. In your estimation, has the intern met the five-hour minimum per week established for the internship? Yes___ No___

   B. Has the intern been willing to go beyond the minimum number of hours established for the internship? Yes___ No___

   C. Has the intern carried out assignments and suggested activities which you have developed as part of the internship experience? Yes___ No___

   Comments:

8. Additional Remarks (if desired):

9. Evaluative Summary and Recommendations:

Date _____ _____
Resident Instructor

10. Comments (if desired):

_____

_____

_____

_____

_____

Date _____ _____
Intern

11. Remarks:

_____

_____

_____

_____

_____

_____

Date _____ _____
Program Staff

Appendix D

Evaluative Comments (Cooperating Institutions)

LAKELAND COMMUNITY COLLEGE

MENTOR, OHIO 44060 / 951-1000

October 7, 1971

Dr. Ferris Anthony
Cleveland State University
Euclid Avenue at 24th Street
Cleveland, Ohio 44115

Dear Ferris:

During the past year several of us at Lakeland have had an opportunity to participate in and observe activities of the Instructor-Counselor Program for the preparation of college instructors at Cleveland State University. We have been impressed with the concept of the program and the manner in which you and your associates have implemented it.

Participants in the mini-lab experiences here at Lakeland have demonstrated to us on a very personal level that your program is on the right track in preparing the kind of instructor needed at a community college. Emphasis on the development of the tutor-counselor aspects of teaching causes the instructor to be much more effective -- particularly in the community college setting.

You have our best wishes and pledge of assistance for the continuation of this remarkable project. Thank you for causing it to happen.

Sincerely,

Willis P. Kern
Vice-President

Cuyahoga Community College
METROPOLITAN CAMPUS
2900 COMMUNITY COLLEGE AVENUE
CLEVELAND, OHIO 44115 (216) 241-5966

October 5, 1971

Dr. Ferris Anthony
School of Education
Cleveland State University
Cleveland, Ohio 44115

Dear Dr. Anthony:

The Metropolitan Campus has been associated with the Instructor-Counselor Program at Cleveland State University for the past year We are very pleased with the intent and operation of this program.

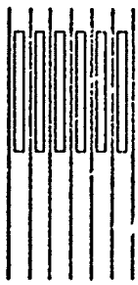
As you know, the Metropolitan Campus has unique needs in providing programs and faculty for under-achievers. In the light of this need, the program at Cleveland State University under your direction is extremely relevant.

We are happy with the development of the program and wish to continue our relationship with it.

Sincerely yours,

D. H. Smith
President
Metropolitan Campus

DHS/hm



September 15, 1971

Dr. Al Livingston, Director
Instructor-Counselor Program
College of Education
Cleveland State University
Cleveland, Ohio 44115

Dear Al:

I would like to take this opportunity to commend you and Dr. Anthony for what appears to me and those of us associated with Lorain County Community College to be a job well done in the Instructor-Counselor Program.

Those faculty members that have participated in your program from our institution have conveyed to me extremely fine positive comments about the program, and it is my observation in working with them that they are indeed gaining significant experiences and insights in their particular and respective areas of emphasis in your program.

It has been my personal pleasure to participate, at your request, in making classroom presentations, and the invitations we at the College have received to participate in various phases of your program such as, for example, the Developmental Education Workshop Conference.

We have enjoyed cooperating with you in the placing of interns on our campus. Not only has this benefited your students with respect to gaining certain types of experiences, but I assure you that it has benefited the supervising persons on this campus, and we of course are hopeful that you will continue to consider utilizing Lorain County Community College for internship experiences.

I would be remiss if I failed to mention what the completion of your program has meant to Mr. Ralph Hammond, a Black admissions officer at the College. As you know, not too many years ago, he was functioning as a custodian in a local steel plant and working long and hard on a part-time basis to complete his baccalaureate degree. The granting of the master's degree at the completion of the Instructor-Counselor Program has certainly brought personal and professional satisfaction to Mr. Hammond, and he is doing a top-notch job assisting in the admissions process at this institution. I am hopeful that the person from this college who is in your program this current year will be as successful as Mr. Hammond.

Keep up the good work. If we at Lorain County Community College can be of any assistance to you and Dr. Anthony, please do not hesitate to let us know.

Sincerely,

Henry M. Milander, Ed.D.
Vice President for Academic Affairs

HMM:jj

Appendix E

Annotated Bibliography

Instructor-Counselor Program

July, 1971

ANNOTATED BIBLIOGRAPHY IN HIGHER EDUCATION

Curriculum and Instruction

Baker, J., ed. Biology in a Liberal Education. Commission on Undergraduate Education in the Biological Sciences, 1967.

Colloquium participants reassess the design of the introductory biology course and re-evaluate the role of biology in a liberal education. No consensus was reached by the participants, but the discussion was stimulating and provocative.

Chauncy, H., and Dobbin, J. E. Testing: Its Place in Education Today. Harper and Row, 1963.

Two top officials of the Educational Testing Service discuss the role of testing. Something of the history of academic testing is included. The major focus of attention is on the use of standardized test results.

Clarke, Johnnie, and Arrons, Rose Mary. "Identification and Diagnosis of Disadvantaged Students," Junior College Journal, February, 1970.

St. Petersburg Junior College conducted a study in 1967 to try to identify the disadvantaged student. This report suggests that different types of students may be disadvantaged in different ways according to such factors as age, race, and sex.

Dreikurs, Rudolph. Psychology in the Classroom. Harper and Row, 1970.

An Adlerian psychologist and clinical psychologist has written a book which not only explains basic principles, but also tries to help by suggesting practical applications. He calls upon the teacher to create a kind of democracy in the classroom. Some suggestions for psychological and group dynamic approaches are included.

Fitzgerald, James. "A Proposal to Eliminate the System," Junior College Journal, 1970.

Develops a proposal to break the traditional semester or quarter system down into a system using blocks or modules of a week or several weeks in duration. The intent is to gain greater flexibility in course structure and particularly in working toward specific educational objectives.

Glasser, William. Schools Without Failure. Harper and Row, 1969.

Dr. Glasser has constructed a practical model for schools which he hopes will help return education to its original purpose: to produce a thoughtful, creative, emotionally alive, unafraid man. His plan is based on three major premises: involving the student in his own learning; relating in-school experience to out-of-school life; and creating a learning atmosphere which promotes thinking and problem-solving. Some of his suggestions have been widely adopted.

Holt, John. Why Children Fail. Pitman, 1964.
Children are born with an innate desire to learn and to create. Somehow during the course of their formal education these impulses are too often stifled rather than fostered. This book tries to explain why it happens.

Jensen, Arthur R. "How Much Can We Boost IQ and Scholastic Achievement?", Harvard Educational Review, Winter, 1969.
The Jensen thesis suggests a genetic basis for low IQ and poor academic achievement. The furor raised by "Jensenism" is reflected in the reactions reported in the Spring, 1969, Harvard Educational Review and the IRCD Bulletin, Volume V, No. 4. The Bulletin is published by the Informational Retrieval Center on the Disadvantaged. The controversy is heated enough, yet scholarly enough, to engage the interest of the most rabid academic.

Jersild, Arthur. When Teachers Face Themselves. Teachers College Press, Columbia, 1955.
The author enjoins teachers to "know thyself" in order to be able to help students to know themselves and to gain healthy attitudes of self-acceptance. As Jersild observes, "the search for self is painful, and the person who undertakes it is likely to feel worse before he feels better," but the process of analysis is necessary if teachers are to avoid the same identity crisis which debilitates so many of their students.

Johnson, B. Lamar. Islands of Innovation Expanding: Changes in the Community College. Glencoe, 1969.
An outgrowth of the activities of the League for Innovation, this report is one of a series trying to spread knowledge of changes among the community who make up the League. The group attempts to encourage, by example and support, activities which will keep the community college working at the frontiers of educational innovation.

Koerner, James. The Miseducation of American Teachers. 1963.
The author goes to what he considers to be the source of many of the problems of American education--the way teachers are prepared to take their places in the classroom. His two-year study resulted in identifying a dozen weaknesses in the way teachers are trained. Also included are 13 recommendations that could be adopted to improve the situation.

Mitzel, Harold E. "The Revolution in Instruction," Kappan, April, 1970.
The revolutionary element in contemporary higher education is the move toward individualized instruction. An effort is made to define what the term means, but the author looks beyond it to the more sophisticated notion of adaptive education. This would move beyond just making the opportunity available, as is the case in much individualized instruction, to the level of actually tailoring subject matter presentations to fit the special requirements and capabilities of each learner.

Postlethwaite, S. N. An Integrated Experience Approach to Learning. Burgess Publishing, 1965.

Describes the audio tutorial approach developed by the author to teach the freshman level biology course at Purdue. Three kinds of study sessions are involved: the general assembly session; the small assembly session; and the independent study session. This last is the heart of the program. It employs the newest equipment and the most tested techniques to allow a student to progress at his own rate. This is a good description of one of the most successful programs of its kind in the country.

Preparing Two-year College Teachers for the 70's. American Association of Junior Colleges, 1969.

A conference wherein educators, businessmen and government officials discussed programs for training two-year college teachers. Eight specific plans are outlined.

Rhodes, James A. Alternatives to a Decadent Society. Indianapolis: Howard W. Sans and Company, Inc., 1969.

The former governor of Ohio was a strong advocate of vocational education. He was able to achieve a position of some eminence without the benefit of a degree--a circumstance which may help to explain why his administrations tended to define educational needs in the terms shown here. The title might suggest something of why Ohio fell so far behind, proportionally, in support for higher education during Rhodes' tenure. The focus of this book is the Mahoning Valley Vocational School, which served as the prototype for the vocational education districts and technical institutes which have proliferated in Ohio under the guidance of the former governor.

Runkel, Philip; Harrison, Roger; and Runkel, Margaret, eds. The Changing College Classroom. Jossey-Bass, 1969.

Eleven reports recount innovations from various kinds of institutions. Some of them were highly creative. A stimulating source of new ideas which have broken out of the mold.

Russell, James E. Change and Challenge in American Education. Houghton-Mifflin, 1965.

Examines the challenges which the modern age has posed for educators, and suggests responses to meet those challenges. Education can meet the demands of expanding knowledge only by developing man's abstract powers. To be successful, the process must permeate the entire educational system. Education for thought rather than for knowledge must begin in the elementary school.

Smith, B. Othanel. Teachers for the Real World. American Association of Colleges for Teacher Education, 1969.

This committee report tries to define the "disadvantaged student," perhaps not too successfully. Whatever he is, though, they agree that he is not being helped in our schools now. Some suggestions are made for improving the ability of teachers to do more for this type of student.

Zach, Lillian. "The IQ Test: Does It Make Black Children Unequal?", School Review, February, 1970.

This is an attempt to put the Jensen thesis in perspective. Too much of the problem, the author suggests, derives from the unknowns in the discussion. What are the uses of IQ tests? How much of the reaction to Jensen was emotional? This article is valuable for putting the Jensen controversy into perspective.

History and Philosophy

Barzun, Jacques. The American University. Harper, 1968.

A teacher-administrator tries to describe how American higher education got itself into its present predicament. He suggests that the major reason was a loss of its proper sense of purpose. An articulate voice from the conservative establishment.

Birenbaum, William. Overlife. Delacorte Press, 1969.

"Overlive means that we have more than enough for everyone, but not everyone gets his share." That premise has profound implications for American education. Indeed, the author postulates radical educational reform rather than economic reform. A provocative work.

Brazziel, William F. "New Urban Colleges for the Seventies," Journal of Higher Education, March, 1970.

A professor of higher education reacts to the Carnegie Commission on Higher Education report. If the community college is going to expand according to the recommended rate, he has some strong suggestions about where the new schools out to be put--in the urban areas where educational opportunity has too long been in short supply.

Brick, Michael. Form and Focus for the Junior College Movement: The American Association of Junior Colleges. Teachers College Press, Columbia, 1963.

Traces the development of the American Association of Junior Colleges from its beginnings in 1920 through 1962. By examining the origin, successes, failures and goals of the AAJC, the author tries to give an overview of the junior college movement as seen from the point of view of the AAJC.

Brubacher, John S. Bases for Policy in Higher Education. McGraw-Hill, 1965.

Examines the principles underlying the American system of higher education. Sho should be educated? What kind of education should they have? How strong tradition? How much innovation?

_____. "The Theory of Higher Education," Journal of Higher Education, February, 1970.

A conservative analyzes the current upheaval in higher education and argues that the great danger is that the university community will lose sight of the fact that "professors are a

sort of priesthood devoted to the purity of truth." As a social institution, the university will be subject to the pressures of society, but it must struggle to retain its identity as a "citadel of expertise" if it hopes to maintain its integrity.

Castle, E. B. Ancient Education and Today. Penguin Books, 1967.
An English school administrator attempts to put modern education into a detailed historical context. The review goes back to the Greek experience, analyzing the basic theories which underlay the process of education at various times in Western culture.

"The Embattled University," Daedalus, Winter, 1970.
An anthology of articles representing all points on the spectrum. Some penetrating analyses, many stimulating points of view and a deep concern for the future prospects of higher education in America characterize most of the selections.

Erickson, Clifford G. "The Two-Year College," Journal of Higher Education, May, 1970.
This article reaffirms the basic principles of the widely held self-image of the community college: that they are particularly responsive to community needs; that they can be more innovative; and that their admissions policies are especially appropriate today.

Glasser, William. Schools Without Failure. Harper and Row, 1969.
Dr. Glasser has constructed a practical model for schools which he hopes will help return education to its original purpose: to produce a thoughtful, creative, emotionally alive, unafraid man. His plan is based on three major premises: involving the student in his own learning; relating in-school experience to out-of-school life; and creating a learning atmosphere which promotes thinking and problem-solving. Some of his suggestions have been widely adopted.

Harris, T. George. "The Young Are Captives of Each Other: A Conversation with David Riesman," Psychology Today, October, 1969.
Riesman comments on the consequences of the youth rebellion. When you don't trust anyone over 30, you may be condemned to the self-perpetuating ignorance of the uninformed. The anti-intellectualism of the young may be as much a crutch as a desire for reform.

Haskins, Charles Homer. The Rise of Universities. Cornell University Press, 1957.
Although it dates from 1923, this concise and vivid account is still a standard. The three lectures which make up the study consider the institution, the faculty and the students of the Medieval precursor of the modern university. This book provides an invaluable historical perspective within which to consider modern institutions of higher learning.

Holt, John. Why Children Fail. Pitman, 1964.
Children are born with an innate desire to learn and to create. Somehow during the course of their formal education these impulses are too often stifled rather than fostered. This book tries to explain why it happens.

Hook, Sidney. Education for Modern Man. Knopf, 1967.
A noted American philosopher examines some of the basic issues facing education in this country. Quality education in a society devoted to equality in education is a central focus of his discussion. Modern pressures, he argues, confront us with unique problems and opportunities.

Hutchins, Robert M. The Higher Learning in America. Yale Press, 1936.
One of the giants of American higher education argues persuasively for his definition of higher learning. In essence he calls for intellectual development concerning itself with fundamental problems rather than vocational aims.

Jencks, Christopher, and Riesman, David. The Academic Revolution. Doubleday, 1968.
Two long-time observers of the academic scene try to assess what is happening in higher education and attempt to project some current trends. They consider a wide range of topics such as the generation gap, the effect of education on social mobility, and the development of special institutions of higher learning such as Negro and denominational colleges.

Jensen, Arthur R. "How Much Can We Boost IQ and Scholastic Achievement?", Harvard Educational Review, Winter, 1969.
The Jensen thesis suggests a genetic basis for low IQ and poor academic achievement. The furor raised by "Jensenism" is reflected in the reactions reported in the Spring, 1969, Harvard Educational Review and the IRCD Bulletin, Volume V, No. 4. The Bulletin is published by the Informational Retrieval Center on the Disadvantaged. The controversy is heated enough, yet scholarly enough, to engage the interest of the most rabid academic.

Kemmelman, Harry. Common Sense in Education.
The author is a teacher (State College, Boston) and a writer of popular fiction. He presents a well-written, closely reasoned argument for reversing some of the trends in American education in the past 40 years. His basic premise is that liberal arts education has lost its sense of direction. In attempting to emulate professional schools, liberal arts schools have lost their identity. He makes a series of specific proposals which he feels could restore them to their rightful function.

Keniston, Kenneth. "You Have to Grow up in Scarsdale to Know How Bad Things Really Are," New York Times Magazine, April 27, 1969 (reprinted in Education for What?, Charles Monson, ed.).

The American dream has succeeded too well. The generation of radical students has taken the dream literally and has embarked on an effort to apply it in a post-industrial society.

Kennan, George G. Democracy and the Student Left. Little, Brown and Company, 1969.

This book began as a speech, which when printed in the New York Times, evoked shuch widespread reaction that some of the responses were collected and printed with the original text and some additional comments by the author. Kennan's original thesis was a counter argument to the cry for relevance. The university, he argued, should maintain a certain remoteness. Students and others comment both positively and negatively.

Kerr, Clark. The Uses of the University. Harpter, 1966.

Dr. Kerr was a pioneer in defining and attempting to come to grips with the modern American form of the university, a form for which he coined the label multiversity. Like the prophet of old, he was the victim of his own foresight, but that only increases the value of this attempt to define the nature of our modern institutions of higher education.

Larkin, Paul G. "The Challenge to Higher Education of National Manpower Priorities," Journal of Higher Education, March, 1970.

A discussion of the implications of constantly rising educational levels which make higher education almost compulsory. Larkin explores the implications for institutions of higher learning which must meet these needs.

Leonard, George. Education and Ecstasy. Delacorte, 1968.

This philosophy behind this book is eclectic, combining the best of Skinner with the ideals of Maslow and Rogers; uniting brain waves with laser beams, laughter with tears. The combination seems bizarre, if not impossible, but the jolt to the imagination may inspire some productive soul-searching.

Leri, Edward H. Point of View: Talks on Education. University of Chicago Press, 1969.

The voice of tradition speaks from the University of Chicago. Too many untried specifics have been offered as prescriptions to the ills of our contemporary world. Some room must be found to pursue the well-marked path in institutions which do not choose to bend to every shift in the wind.

Neats, John. The Sheepskin Psychosis. Dell Publishing, 1965.

The author is a free-lance professional writer rather than a professional educator. In his book he questions the underlying premises of the "diplomaism" which has become endemic. But he goes beyond that to argue about the validity of formal education, at least as it occurs in its current American institutionalized forms. All of the rather substantial shortcomings of higher education are reviewed, but the author does not address himself to some problems considered basic by others, such as expanding educational opportunity and reforming education to make it more appropriate to student needs.

Rogan, Donald. Campus Apocalypse: The Student Search Today. 1969.
The author, Associate Professor of Religion and Chaplain at Kenyon College, analyzes the role of drugs, sex, college activism, revolution..., and religion in the lives of students today. He defines the basic problem students face as a search for "salvation." He argues that only religion can provide a satisfactory answer.

Roueche, John E. Salvage, Redirection or Custody. Educational Resources Information Center (ERIC), Clearinghouse for Junior College Information, 1968.
The author is involved with the research information center which published this monograph. He calls here for more research into the area of open-door admissions. Is the open door really the revolving door? Have schools implementing the policy decided which of the alternative functions suggested by the title is the goal they want to achieve?

Rudolph, Frederick. The American College and University. Knopf, 1962.
An historical survey of American higher education by an established scholar. The story is a complex one, pointing up the central fact about education in America--its diversity. A readable book, and a good foundational text for any professional higher educator or other interested person.

Russell, James E. Change and Challenge in American Education. Houghton Mifflin, 1965.
Examines the challenges which the modern age has posed for educators, and suggests responses to meet those challenges. Education can meet the demands of expanding knowledge only by developing man's abstract powers. To be successful, the process must permeate the entire educational system. Education for thought rather than for knowledge must begin in the elementary school.

Sanford, Nevitt. Where Colleges Fail. Jossey-Bass
Colleges fail wherever they treat students as less than people. Learning depends on the whole personality, not merely on an abstracted intelligence that can be dealt with neatly by itself. Colleges will improve only as they are guided by a theory of how students actually develop.

Schwebel, Milton. Who Can Be Educated? Grove Press, 1968.
This book is an in-depth study of the issue of educability. He looks at the issues in historical perspective, then reviews the current state of knowledge before he goes on to explore proposals affecting the future. No other nation in history has had to confront this issue as we have had to struggle with it. Dr. Schwebel's study is a valuable contribution to the discussion of what we must do to resolve the issue.

Shane, Harold. "Future Shock and the Curriculum," Phi Delta Kappan, October, 1967.

The premature arrival of the future has given rise to future shock. The result is decline in the cognitive powers. The implications for education and some suggestions for counteracting the effect are the gist of this article.

Shanks, Herschel. "Equal Education and the Law," American Scholar, Spring, 1970.

A lawyer, long active in civil rights, describes the legal strategy involved in forcing a final Supreme Court decision on the question of unequal financial support for public education. In every state, school districts vary widely in the number of tax collars they can generate under the existing pattern of local taxation. The goal is essentially to force the Court to answer the question of whether or not such unequal financial support denies the constitutional guarantee of equal protection of the laws.

Silberman, Charles E. Crisis in the Classroom. Random House, 1970.

The "failure or refusal to think seriously about educational purposes, and the reluctance to question established practices" are the roots of the mindlessness which the author argues characterizes most of American education. In this Carnegie Foundation supported study, the discussion extends beyond a mere indictment to some concrete suggestions as to how the situation can be improved. The book is balanced enough to see our schools as both symptom and cause of greater social phenomenon.

Smart, John. "Campus Crisis and Public Policy: The State Higher Education Agency," Journal of Higher Education, May, 1970.

A California educational consultant argues for stricter controls on higher education to be exerted through the central supervisory agency. The agency, by whatever name it uses, must be given new legitimacy to help it move beyond its too traditional role as watchdog of the budget.

Snow, C. P. The Two Cultures and the Scientific Revolution. Cambridge University, 1959.

The celebrated English author describes the dichotomy which has grown up in the academic world and spread throughout our culture. The division has resulted in "two cultures," the intellectual and the scientific. His call is primarily aimed at the non-scientist who, he feels, has not sufficiently appreciated the role of science now and for the future. The situation has probably improved, if it has not been resolved, since Snow wrote.

Weatherford, Willis D., Jr. ed. The Goals of Higher Education. Cambridge: Harvard University Press, 1960.

Six essays concerning the nature of higher education. Several argue rather traditional, somewhat elitist views. Two former college presidents, Taylor of Sarah Lawrence and Morgan of Antioch, have more original contributions dealing with curriculum changes and student involvement in the broad spectrum of college affairs.

Wheeler, Harvey. Democracy in a Revolutionary Era: The Political Order Today. Center for the Study of Democratic Institutions, 1970.

"World order is not inevitable. It is only necessary." This has been a central theme of the author, one of the most innovative and provocative of contemporary political scientists. He argues that mankind has reached a point where radical restructuring of our political institutions is required by a technological imperative that does not necessarily coincide with traditional revolutionary ideology. The problem has become as large as mankind, and can be solved only on a scale great enough to be described as a change of history, rather than as a change within history.

Wilson, Logan. "Merit and Quality in Higher Education," Educational Record, Winter, 1970.

We have shifted at least part of the way from a meritocratic concept of education to an egalitarian basis, but we have not yet come to grips with all of the implications of the newer approach. One answer this author advocates is making more options available to those who seek opportunities in higher education.

Wise, W. Max. They Came for the Best of Reasons: College Students Today. American Council on Education, 1958.

An analysis of the student of the '50's. The contrast with the decade of the '60's is interesting, but the suggestions for coping with what was coming were not very pertinent.

Urban Education

Cox, Harvey. The Secular City. MacMillan, 1966.

Man and the church in an urbanized culture poses new problems for man and for the church. With the problems are new promises, however, if modern man can learn to live in an environment which has developed in response to modern circumstances. The anonymity of urban life has a positive side--it allows greater freedom. And with that freedom comes greater responsibility for individual choice.

Gaier, Eugene, and Watts, William. "Current Attitudes and Socialization Patterns of White and Negro Students Entering College," Journal of Negro Education, Fall, 1969.

These authors identify several factors which make a difference to the chances for success in college for the black student.

Kerber, August, and Bommarito, Barbara, eds. The Schools and the Urban Crisis. Holt, Rinehart, and Winston, 1965.

A wide selection from the work of 40 educators and sociologists, this anthology provides a window into the dynamics of urban education. The real problems, the editors make clear, are not what these circumstances mean for education, but what they mean for society.

Klotshe, J. Martin. The Urban University and the Future of Our Cities.

This book is an attempt to define the nature and promise of the burgeoning urban university. This author sees great promise in the possibilities for fertile interaction between the university community and the larger urban community within which it is located. He draws an historic parallel between today's rapidly expanding urban institutions and the land grant colleges which so successfully brought together the academic and agriculture.

Moore, William. Against the Odds. Jossey-Bass, 1970.

A self-described high-risk student who is now a college president has written a book "conceived in anger and incubated in hostility," in an attempt to jar higher education into a sense of its failure to meet the needs of the high-risk student. He does not think that education is equal to the task, but he suggests a prescription involving teachers, counselors and administrators which might do the job if enough people are willing to make waves.

Morgan, Gordon. The Ghetto College Student. American College Testing Program, 1970.

The purpose of this study was to describe some of the problems and conditions which influence the education of the ghetto student. Morgan found a new type of black student who is asking for evidence of teacher and institutional commitment to black betterment and to the special effort that it requires.

Passow, A. Harry, ed. Education in Depressed Areas. Columbia University, 1963.

Representatives of 24 urban areas met at Columbia to consider the problems of educating culturally deprived children. This publication includes the discussion papers the participants prepared for the conference. The papers are primarily exploratory in nature, and raise more questions than they answer, but some of the ideas on how to meet the problems are interesting and informative.

Students

Aitken, Jonathan, and Beloff, Michael. A Short Walk on the Campus. New York: Atheneum, 1966.

Two visitors from England, on a campus debating tour, record their lighthearted impressions of the American campus. Their travels coincided with the 1964 presidential election. The authors, political activists at home, are surprised at the lack of involvement by American students. Their reading of the situation, at least on Eastern campuses, provides a striking contrast with more current descriptions of student attitudes.

Besant, Lloyd. "Lessons from the Rodman Experience with Dropouts," Today's Education, February, 1969.

The author comments on his experience as director of a Job Corps Center. He develops eight guidelines which he feels are vital to success in any program dealing with dropouts. There are several suggestions about curriculum development which worked for them.

Bossen, Doris, and Burnette, Collins. "What Happens to the Withdrawal Student," Junior College Journal, June, 1970.

Foothills College withdrawals were studied, at withdrawal and in follow-up, to determine why they withdrew. The study was not conclusive, but it did indicate some directions for future studies.

Chalghian, Sara. "Success for Marginal Students," Junior College Journal, September, 1969.

Macomb County Community College (Michigan) attempted a program which would help to retain the student who had a high potential for dropping out. The primary technique involved scheduling a group for the same course, and using group reinforcement to sustain perseverance.

Chauncey, H., and Dobbin, J. E. Testing: Its Place in Education Today. Harper and Row, 1963.

Two top officials of the Educational Testing Service discuss the role of testing. Something of the history of academic testing is included. The major focus of attention is on the use of standardized test results.

Clarke, Johnnie, and Arrons, Rose Mary, "Identification and Diagnosis of Disadvantaged Students," Junior College Journal, February, 1970.

St. Petersburg Junior College conducted a study in 1967 to try to identify the disadvantaged student. This report suggests that different types of students may be disadvantaged in different ways according to such factors as age, race, and sex.

Collins, Charles. "Giving the Counselor a Helping Hand," Junior College Journal, May, 1970.

This article outlines a realistic program for providing para-professional aides to community college counseling staffs. The heart of the proposal includes an Associate in Arts degree program with an internship. The proposal provides a sound rationale designed to meet what the author feels is a current need.

Eddy, Edward. The College Influence on Student Character. American Council on Education, 1959.

The product of some field research, this study attempts to identify the ways in which a student is personally influenced by his college experience. The roles of faculty, curriculum, campus environment, and student body are examined. Its findings favor the residential college.

Elliott, H. Chandler. The Effective Student: A Constructive Method of Study. Harper and Row, 1966.

A "how to" which takes the student from the setting through techniques for study and then on into procedures for taking tests.

Freedman, Marvin B. The College Experience. Jossey-Bass, 1967.

A psychologist explores the question of how the fact of having attended college effects the individual. The studies are not conclusive, but some generalizations seem warranted. Does college have an effect on attitudes? What effect does it have on personality development? What about issues such as sex, drugs, authority? What have been the psychological/sociological implications of the education of women?

Glasser, William. Reality Therapy. Harper and Row, 1965.

The essence of his therapeutic technique is explained. Three fundamental procedures include therapist involvement with the subject; acceptance of the individual subject while rejecting his unrealistic behavior; teaching the subject better ways of fulfilling his needs within reality. While designed as clinical techniques, these procedures can be applied in counseling.

Harris, T. George. "The Young Are Captives of Each Other: A Conversation with David Riesman," Psychology Today, October, 1969.

Riseman comments on the consequences of the youth rebellion. When you don't trust anyone over 30, you may be condemned to the self-perpetuating ignorance of the uninformed. The anti-intellectualism of the young may be as much a crutch as a desire for reform.

Hostrup, Robert H. Orientation to the Two-Year College: A Programmed Text. Learning Systems, 1970.

This book was designed as a text to be used in a community college orientation program. Through self-instruction, the student can gain information on a variety of topics from planning his schedule to the use of drugs.

Jensen, Arthur R. "How Much Can We Boost IQ and Scholastic Achievement?", Harvard Educational Review, Winter, 1969.

The Jensen thesis suggests a genetic basis for low IQ and poor academic achievement. The furor raised by "Jensenism" is reflected in the reactions reported in the Spring, 1969, Harvard Educational Review and the IRCD Bulletin, Volume V, No. 4. The Bulletin is published by the Informational Retrieval Center on the Disadvantaged. The controversy is heated enough yet scholarly enough, to engage the interest of the most rabid academic.

Jones, Twyman. "The Counselor and His Role," Junior College Journal, April, 1970.

The director of an EPDA counseling institute attempts an overview of the role of the counselor in the community college. Although there seems to be nearly unanimous agreement that the counselor has a special role to play in the community college, there is less agreement about the way he can fill that role, or about how successfully counselors are currently meeting the needs of the students.

Kavanaugh, Robert E. "The Grim Generation," Psychology Today, October, 1968.

A guide to the various types: the kept generation; the monastic generation; the benevolent dreamers; the hippies; the graveyard generation--who make up the grim generation of the American college student population.

Keniston, Kenneth. "You Have to Grow Up in Scarsdale to Know How Bad Things Really Are," New York Times Magazine, April 27, 1969 (reprinted in Education for What?, Charles Monson, ed.).

The American dream has succeeded too well. The generation of radical students has taken the dream literally and has embarked on an effort to apply it in a post-industrial society.

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This book began as a speech, which when printed in the New York Times, evoked such widespread reaction that some of the responses were collected and printed with the original text and some additional comments by the author. Kennan's original thesis was a counter argument to the cry for relevance. The university, he argued, should maintain a certain remoteness. Students and others comment both positively and negatively.

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Morgan, Gordon. The Ghetto College Student. American College Testing Program, 1970.

The purpose of this study was to describe some of the problems and conditions which influence the education of the ghetto student. Morgan found a new type of black student who is asking for evidence of teacher and institutional commitment to black betterment and to the special effort that it requires.

Nosal, Walter S. A Primer for Counseling the College Male. William C. Brown Book Company, 1968.

In addition to discussing the functions of college counseling, Dr. Nosal goes into some depth on the subject of predicting success in college. He describes a number of procedures such as the use of electroencephalographs which can be useful to the student and the counselor. He includes a list of philosophical-practical precepts which he feels will help to insure success in college.

Rogan, Donald. Campus Apocalypse: The Student Search Today. 1969.
The author, Associate Professor of Religion and Chaplain at Kenyon College, analyzes the role of drugs, sex, college activism, revolution..., and religion in the lives of students today. He defines the basic problem students face as a search for "salvation." He argues that only religion can provide a satisfactory answer.

Roueche, John E. Salvage, Redirection or Custody. Educational Resources Information Center (ERIC), Clearinghouse for Junior College Information, 1968.
The author is involved with the research information center which published this monograph. He calls here for more research into the area of open-door admissions. Is the open door really the revolving door? Have schools implementing the policy decided which of the alternative functions suggested by the title is the goal they want to achieve?

Schwebel, Milton. Who Can Be Educated? Grove Press, 1968.
This book is an in-depth study of the issue of educability. The author looks at the issues in historical perspective, then reviews the current state of knowledge before he goes on to explore proposals affecting the future. No other nation in history has had to confront this issue as we have had to struggle with it. Dr. Schwebel's study is a valuable contribution to the discussion of what we must do to resolve the issue.

Smith, Albert K. "Bridging the Gap--High School to Community College," Junior College Journal, February, 1970.
Miami-Dade Junior College developed a program to reach out to local high school students. The program involved going to the students and bringing the students to the college. The Satellite High School Counseling Center seems to be a promising approach.

Smith, B. Othanel. Teachers for the Real World. American Association of Colleges for Teacher Education, 1969.
This committee report tries to define the "disadvantaged student," perhaps not too successfully. Whatever he is, though, they agree that he is not being helped in our schools now. Some suggestions are made for improving the ability of teachers to do more for this type of student.

Williams, Robert. "What Are We Learning from Current Programs for Disadvantaged Students," Journal of Higher Education, April, 1969.
Professor Williams attempts an overview of the numerous programs for the disadvantaged. Evaluation is made difficult because of two factors, (1) defining "disadvantaged" and (2) the newness of the programs. Within these limitations the author makes some observations and recommendations. The recommendations are especially valuable.

Wise, W. Max. They Came for the Best of Reasons: College Students Today. American Council on Education, 1958.

An analysis of the student of the '50's. The contrast with the decade of the '60's is interesting, but the suggestions for coping with what was coming were not very pertinent.

Zach, Lillian. "The IQ Test: Does It Make Black Children Unequal?", School Review, February, 1970.

This is an attempt to put the Jensen thesis in perspective. Too much of the problem, the author suggest, derives from the unknowns in the discussion. What are the uses of IQ tests? How much of the reaction to Jensen was emotional? This article is valuable for putting the Jensen controversy into perspective.

General

Blocker, Clyde; Plummer, Robert; and Richardson, Richard. The Two-Year College: A Social Synthesis. Prentice-Hall, 1965.

A basic survey of the community college movement. The survey ranges from history, to operations, to issues. The overview is brief and to the point, although necessarily lacking in some of the complexities of some of the issues it mentions.

Brick, Michael. Form and Focus for the Junior College Movement: The American Association of Junior Colleges. Teachers College Press (Columbia), 1963.

Traces the development of the American Association of Junior Colleges from its beginnings in 1920 through 1962. By examining the origin, successes, failures, and goals of the AAJC, the author tries to give an overview of the junior college movement as seen from the point of view of the AAJC.

Brim, Orville. Sociology and the Field of Education. Russell Sage Foundation, 1958.

The focus of the book is the role of sociologists in educational research. Schools are, after all, social institutions, and as such should be subject to the same scrutiny which sociologists bring to bear on other social institutions. The author suggests areas in which the sociologist can make contributions to resolving some practical operating problems of the educational system.

Erickson, Clifford G. "The Two-Year College," Journal of Higher Education, May, 1970.

This article reaffirms the basic principles of the widely held self-image of the community college: that they are particularly responsive to community needs; that they can be more innovative; and that their admissions policies are especially appropriate today.

Hoffman, Nicholas von. The Multiversity. Holt, Rinehart and Winston, 1966.

A freelance writer takes a look at the University of Illinois for the Chicago Daily News. What is newsworthy is not always typical, and certainly what is typical of Illinois may not be true of other places. A case study rather than an analysis of the university in America.

Johnson, B. Lamar. Islands of Innovation Expanding: Changes in the Community College. Glencoe, 1969.

An outgrowth of the activities of the League for Innovation, this report is one of a series trying to spread knowledge of changes among the community who make up the League. The group attempts to encourage, by example and support, activities which will keep the community college working at the frontier of educational innovation.

O'Connell, Thomas E. Community Colleges: A President's View. University of Illinois, 1968.

The model is a small rural college in Massachusetts. The author tries to use that experience to extrapolate some generalizations about the community college movement nationally. The most significant portions of the book deal with the attempt to define the nature of the institution, its faculty, and its student body.

Roueche, John E. Salvage, Redirection or Custody. Educational Resources Information Center (ERIC), Clearinghouse for Junior College Information, 1968.

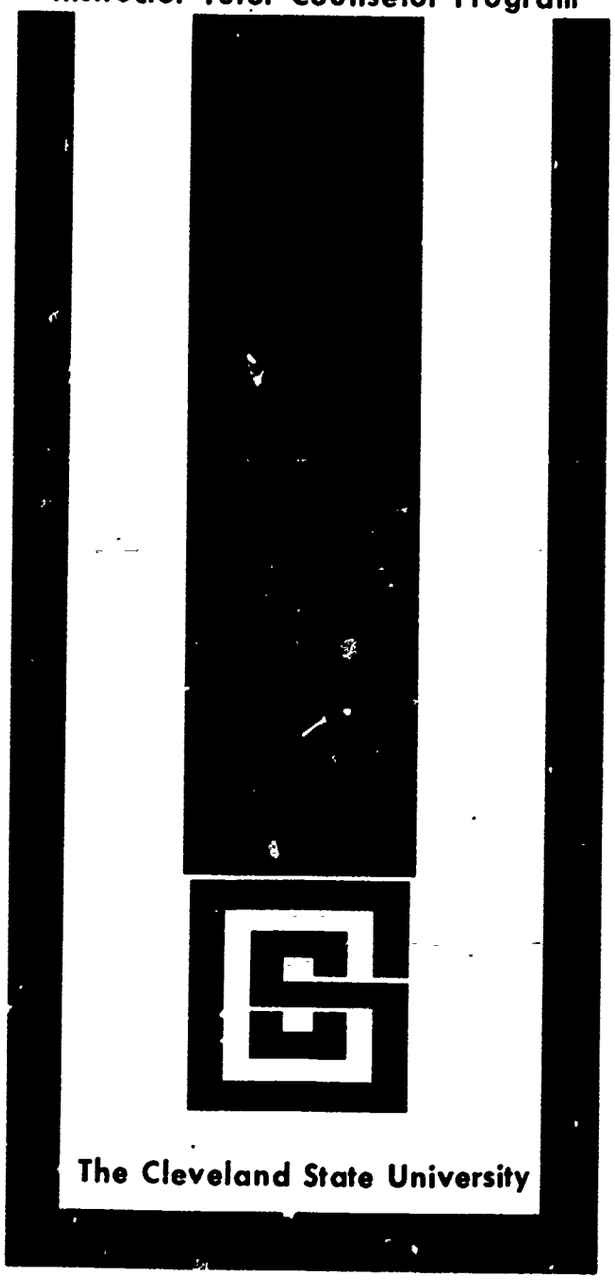
The author is involved with the research information center which published this monograph. He calls here for more research into the area of open-door admissions. Is the open door really the revolving door? Have schools implementing the policy decided which of the alternative functions suggested by the title is the goal they want to achieve?

Appendix F

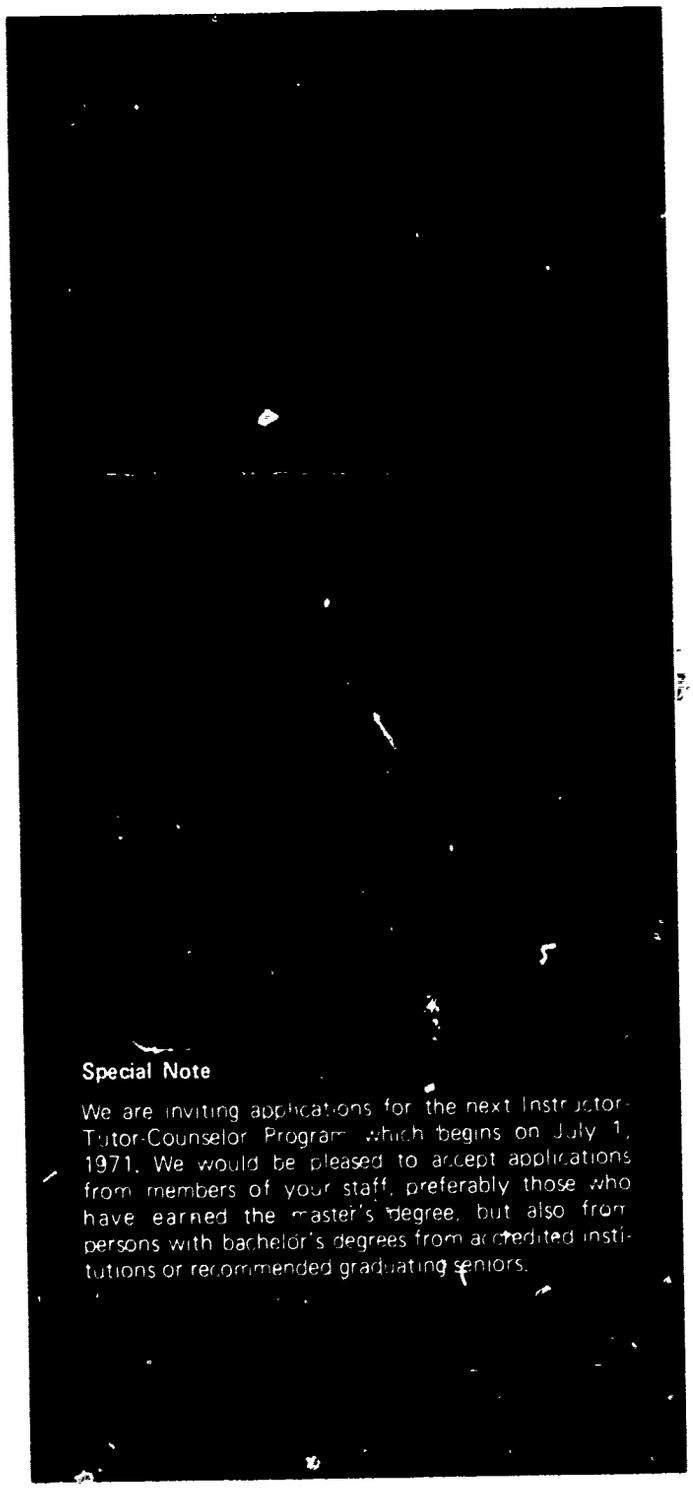
Placement Brochure

PLACEMENT BROCHURE

Instructor-Tutor-Counselor Program



The Cleveland State University



Special Note

We are inviting applications for the next Instructor-Tutor-Counselor Program which begins on July 1, 1971. We would be pleased to accept applications from members of your staff, preferably those who have earned the master's degree, but also from persons with bachelor's degrees from accredited institutions or recommended graduating seniors.

INSTRUCTOR-TUTOR-COUNSELOR PROGRAM

This booklet will introduce a number of graduate students of The Cleveland State University who are being prepared to work as Instructor-Tutor-Counselors with underachieving college students. They are participating in a special graduate program sponsored jointly by the University and the Cuyahoga Community College, both located in downtown Cleveland, Ohio.

Of the thirty participants, 18 are involved on a full-time basis. Upon successful completion of the program, they receive a master's degree in education with emphasis in higher education. The other twelve participants are in the program on a part-time basis. They are employed full-time in various educational settings.

We are proud to present these well-qualified graduates to you. A short biographic sketch of each of them is included in the next few pages. The full-time participants are expected to receive the master's degree in June, 1971. The part-time participants will then have completed a minimum of 19 quarter hours of graduate credit.

To explore the possibilities of appointing one of these Instructor-Tutor-Counselors to your staff for the 1971-72 academic year, please contact us. We will be glad to supply you with their formal placement papers or to explain the program to you in more detail.

Alfred M. Livingston, Ph.D.
Program Director and
Executive Vice President
Cuyahoga Community College

Ferris F. Anthony, Ph.D.
Associate Program Director
College of Education
The Cleveland State University

THE PROGRAM AND ITS PURPOSE

The purpose of the program is to prepare Instructor-Tutor-Counselors - persons who are competent not only in their major teaching fields, but also in special areas of teaching as they apply to underachievers. The Instructor-Tutor-Counselor is trained to work in tutoring situtations, academic advising, small group instruction, and to assist in solving learning problems.

All program participants are selected on the basis of evident academic ability, demonstrated interest in working with underachievers, and an expressed desire to work with college freshmen and sophomores. In most cases they have teaching or other academic experience, and in the case of part-time participants, are employed full-time in various educational settings.

Full-time participants take graduate course work in their major academic field, special teaching-learning seminars, higher education courses, internships, and mini-counseling laboratories. Four local institutions - The Cleveland State University, Cuyahoga Community College, Lorain County Community College, and Lakeland Community College - provide the settings for the various program components.

The internships are under the supervision of resident instructors at each of these local institutions. Internships are developmental in nature, providing the intern with opportunities for teaching in actual classroom settings, working with small groups of underachieving students, tutoring, and working on the design and development of courses and materials. Each intern participates in an internship experience for the full nine months of the academic year.

A mini-counseling laboratory, required of both full-time and part-time participants, also involves the intern in direct work with underachievers. Each intern is assigned two or three students each academic quarter, and he is required to diagnose those students' learning problems and to develop the means of helping them become achievers.

Participants also take special course work designed to improve their instructional abilities. For example, the program provides a specially designed media laboratory aimed at developing their understanding of the use of media for instructional purposes. They also take work in student personnel services, human relations, systems analysis and curriculum development, and seminars in the development of course materials and teaching strategies.

This program holds out a promise of supplying specially educated and motivated persons in a critical academic area. The Instructor-Tutor-Counselor is prepared to work with individual students, assisting them to achieve their full potential.

For further information write to:

Dr. Alfred M. Livingston
Director, Instructor-Tutor-Counselor Program
Executive Vice President
Cuyahoga Community College
2900 Community College Drive
Cleveland, Ohio 44115

Or contact:

Dr. Ferris F. Anthony
Associate Director,
Instructor-Tutor-Counselor Program
College of Education
The Cleveland State University
Euclid Avenue at East 24th Street
Cleveland, Ohio 44115

Please direct telephone inquires to Dr. Anthony:
(216) 687-3682

FULL-TIME PROGRAM PARTICIPANTS

These students are expected to receive the Master of Education degree in June, 1971. Their chief credential, in common, is the ability to work in the area of freshman studies with underachieving students. Individually, their additional areas of career interest are indicated in the following pages.

RICHELLE BERNABEI

Area of Concentration
Mathematics, Computer Assisted Instruction

Education
The Cleveland State University, Cleveland, Ohio,
B.S., Mathematics

Pertinent Work Experience
Administrative Assistant, College of Education,
The Cleveland State University
Clerk, Mathematics Department The Ohio State
University, Columbus, Ohio
Laboratory Assistant, Fasson Products,
Painesville, Ohio

Placement Interest
Mathematics Instruction, Student Services

Location Preference
Northeastern Ohio

JOAN BOWEN

Area of Concentration
Nursing Education

Education
University of New Mexico, Albuquerque, New Mexico; B.S., Nursing
University of Maine, Orono, Maine; Certificate, Nursing Education

Pertinent Work Experience
Staff Nurse, Presbyterian Hospital, Albuquerque, New Mexico
Charge Nurse, Intensive Care Unit, Windham Hospital, Willimantic, Connecticut
Assistant Evening Supervisor, Windham Hospital
Clinical Nurse I, University Hospital, Cleveland, Ohio
Coordinator of Inservice Education, Forest City Hospital, Cleveland, Ohio

Placement Interest
Nursing Education (prefer Community College)

Location Preference
New York City Area

MELLOW D. BRADLEY

Area of Concentration
Student Personnel, Business Education, Developmental Reading

Education
Central State University, Wilberforce, Ohio; B.S., Business Education

Pertinent Work Experience
Administrative Coordinator, Upward Bound Program, Central State University

Placement Interest
Developmental Program; Business Education

Location Preference
Open